DOCUMENT RESUME

ED 407 891 HE 030 136

AUTHOR	Carter, Deborah J.; Wilson, Reginald
TITLE	Minorities in Higher Education. 1994 Thirteenth Annual Status Report.
INSTITUTION	American Council on Education, Washington, DC. Office of Minorities in Higher Education.
SPONS AGENCY	Philip Morris Inc., New York, NY.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE	95
NOTE	105p.; For the 1993 annual report, see HE 030 135.
AVAILABLE FROM	American Council on Education, Publications Department M, One Dupont Circle, Washington, DC 20036 ($15 each for 1-10 copies, $14 each for 11-50 copies, $12 for over 50 copies).
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Alaska Natives; American Indians; Asian Americans; Black Students; College Students; *Degrees (Academic); Educational Finance; Enrollment Influences; *Enrollment Trends; *Ethnic Groups; Financial Problems; High School Graduates; *Higher Education; Hispanic Americans; *Minority Groups; Postsecondary Education; Racial Differences; State Aid; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS	African Americans; Asian American Students; Hispanic American Students

ABSTRACT

This report provides an overview of the available racial and ethnic data on high school completion rates, college participation, college enrollment, degrees conferred, and employment in higher education for the period 1973-1993. Major data sources were reports of the U.S. Bureau of the Census and the National Center for Education Statistics. The report also includes a special focus on American Indian and Alaska Native demographic and educational trends. Trends identified include the following: African American and Hispanic rates of high school completion show some improvement at 74.8 percent for African Americans and 60.7 percent for Hispanics, versus the rate of 83.4 percent for white students. Women continue to complete high school at higher rates than men with a 5 percent gap for Hispanics, 3.9 percent gap for African Americans, and 3.2 percent gap for whites. The college-age population continued to decline, falling 15.6 percent from 1983 to 1993, and total college enrollment declined 1.2 percent between 1992-93. The enrollment rate for students of color in higher education increased 2.6 percent between 1992 and 1993, less than the gains for the previous several years. American Indian and Alaska Native student enrollment in higher education has increased 39 percent since 1982 with approximately 50 percent of students receiving student financial aid. Thirty tables and 46 figures provide detailed statistical data. (Contains 99 references.) (JLS)

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Minorities in Higher Education

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1994

Thirteenth Annual

Status Report

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Acknowledgments

The Office of Minorities in Higher Education of the American Council on Education (ACE) is pleased to issue this *Thirteenth Annual Status Report on Minorities in Higher Education.* We wish to acknowledge the outstanding work of Michael Pavel, Karen Swisher, and Marlene Ward, authors of the special focus section, as well as Charles Dervarics, a principal contributor to the trends section of this report. Without the support of Linda Mabrey, Lachone Fuquay, Boichi San, Kelly Stern, and Wendy Bresler, this report would not have been possible. Special thanks also are extended to Jo Ann Chase, National Congress of American Indians; Gloria Begay Duus, U.S. Department of Labor; Loraine Edmo, National Indian Education Association; Joann Morris, Bureau of Indian Affairs; Edna Lee Paisano, U.S. Department of Commerce; Georgianna Tiger, American Indian Higher Education Consortium; and John Tippeconnic and Betty Haskins, Office of Indian Education Programs, U.S. Department of the Interior, who served as reviewers for our special focus section, and to Charles Andersen and Linda Knopp, who served as reviewers for the trends section. This report has been produced with the support of grants from the Philip Morris Companies Inc., and the Lilly Endowment, Inc.

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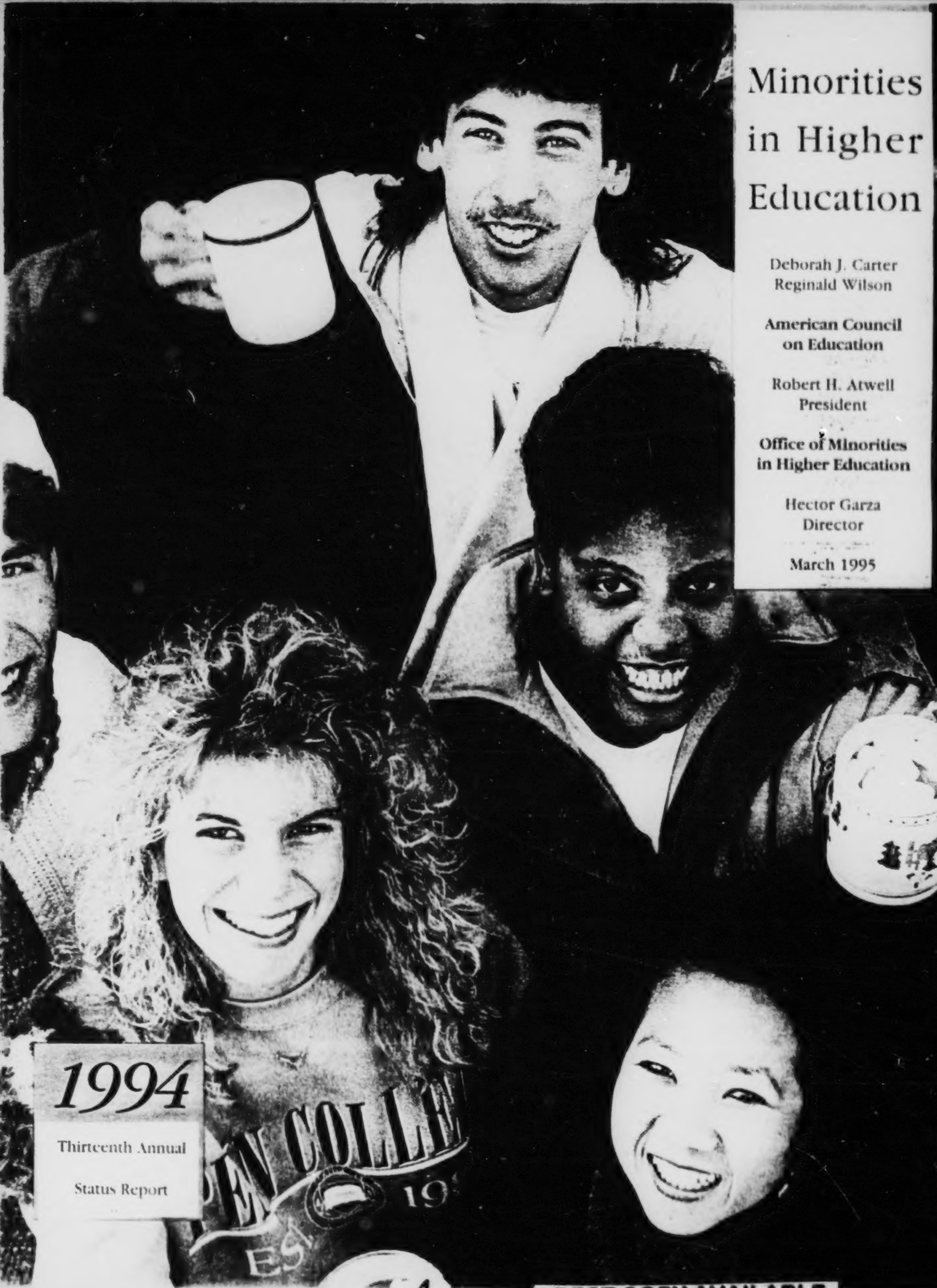

Minorities in Higher Education

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March 1995

1994

Thirteenth Annual
Status Report

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Foreword

This *Thirteenth Annual Status Report on Minorities in Higher Education*, released by the Office of Minorities in Higher Education of the American Council on Education (ACE), summarizes the most recent available information on high school completion rates, college participation and college enrollment trends, degrees conferred, and trends in higher education employment by racial and ethnicity. As with previous editions, the primary data resources for this year's report include the U.S. Bureau of the Census Current Population Reports and the Higher Education General Information and Integrated Postsecondary Education Data System survey reports of the National Center for Education Statistics (NCES) of the U.S. Department of Education.

The report does not include annual updates on the high school completion and college participation rates of Asian Americans, American Indians, or Alaska Natives because the U.S. Census Bureau does not collect this information on an annual basis. We continue to emphasize the need for such data and urge federal and state governments to improve their annual data collection efforts to monitor the college-going patterns of all racial and ethnic groups.

State higher education coordinating boards and governing boards also should ensure the annual collection and reporting of racial and ethnic college enrollment and earned degree data by institution. Each year, the U.S. Department of Education must provide estimates for some of these data, particularly at two-year colleges, as a result of nonreporting or underreporting by colleges and universities. Colleges and universities nationwide are required by the U.S. Department of Education's Office of Civil Rights to report such data.

This year's status report also contains a special focus section on the educational, social, and demographic trends of American Indians and Alaska Natives and the public policy implications of these trends. The special focus provides an overview of these trends over the last 10 to 20 years. The section details demographic and social indicators, educational attainment levels, employment earnings and poverty levels, social barriers, pre-college indicators, postsecondary enrollment, degrees conferred, employment in higher education, information about tribal colleges and predominantly Indian institutions, and institutional efforts to enhance American Indian and Alaska Native enrollment and achievement.

Executive Summary

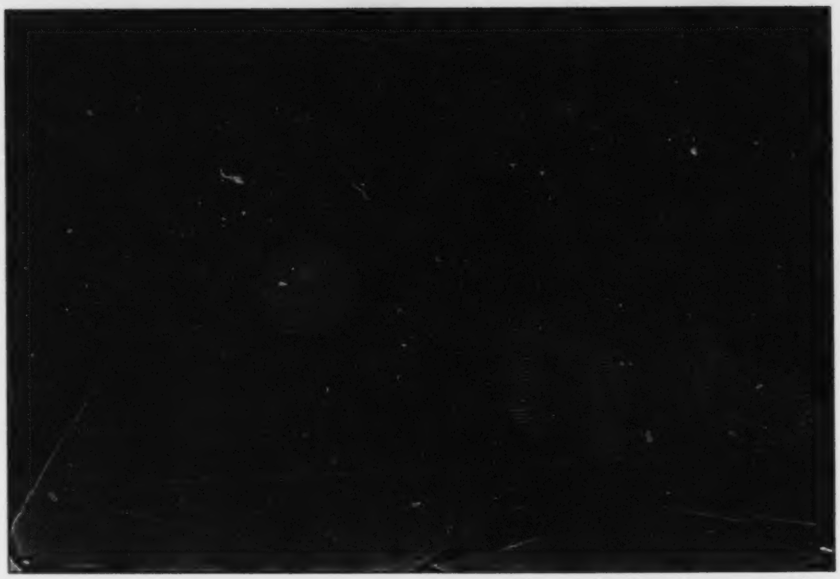

Photo credit: Maui Community College

High School Completion

■ African Americans and Hispanics continue to trail whites in rates of high school completion, a trend evident for the past two decades. However, both African Americans and Hispanics achieved some progress in 1993, with high school completion (HSC) rates of 74.8 percent and 60.7 percent, respectively. The HSC rate for whites was 83.4 percent.

■ During the most recent decade, the high school completion rates for Hispanics fluctuated greatly. Hispanics made progress in high school completion rates in 1993, though their rates remain far behind those of whites and African Americans. The 1993 completion rate was 60.7 percent, up more than 3 percentage points from the previous year and 8 percentage points from 1991. However, Hispanics are just now beginning to recover from a rate decline in the early 1990s, when completion rates fell to 52 percent, after reaching 63 percent in the mid-1980s.

■ Women continue to complete high school at higher rates than men. In 1993, this gender gap was 5 percentage points for Hispanics, 3.9 percentage points for African Americans, and 3.2 percentage points for whites.

■ African American men had a high school completion rate of 72.8 percent in 1993, more than 3 percentage points below their 75.9 percent rate in 1990. The completion rate for African American women was virtually unchanged at 76.8 percent. However, the HSC rate for African American women has declined by 3 percentage points since 1986.

College Participation

■ The number of college-age youth continued to decline nationwide in 1993, led by decreases among whites. The nation's college-age population fell by 15.6 percent from 1983 to 1993, with the number of whites declining by 18.6 percent. However, the number of college-age African Americans also decreased by 9 percent during this period, with African American men and women both contributing to the trend. By comparison, the number of college-age Hispanics increased by 37 percent for the decade.

■ African Americans and Hispanics continued to trail whites in their rates of college participation in 1993. Nearly 42 percent of white high school graduates ages 18 to 24 attended college, compared with 32.9 percent of African Americans and 35.8 percent of Hispanics.

■ Overall, the 1993 college participation rate for African American high school graduates showed little change from 1992. African American high school graduates have experienced little improvement in college participation since 1990, when they posted a rate of 33 percent.

Photo credit: Pennsylvania College of Technology

■ Nonetheless, in 1993, African American male high school graduates posted close to a 2 percentage point increase in college participation, reversing a three-year downward slide. However, African American women experienced a decline of 3 percentage points, which offset the gain made by African American males.

■ A slightly smaller portion of Hispanic high school graduates ages 18 to 24 attended college in 1993 compared with 1992. The college participation rate for Hispanic males declined slightly from 1992 to 1993, while the rate for Hispanic women was down by nearly 3 percentage points.

College Enrollment

■ Total college enrollment declined by 1.2 percent between 1992 and 1993. Two-year institutions experienced a 2.7 percent decline, while four-year college and university enrollment was fairly stable, decreasing by only 0.3 percent. Enrollment at public institutions declined by 1.7 percent, while the number of students at independent institutions rose by 0.5 percent. A 2.5 percent decrease in white enrollment caused these losses.

■ Enrollments by students of color rose 2.6 percent between 1992 and 1993, significantly less than the one-year gains posted in the previous several years. Minority enrollment grew by 7.1 percent in 1992 and 9.1 percent in 1991.

■ All four major ethnic minority groups recorded enrollment increases at four-year institutions from 1992 to 1993. However, African Americans and American Indians experienced small enrollment declines at the two-year level.

■ The total enrollment of African Americans increased by 1.3 percent between 1992 and 1993, the smallest gain among the four major ethnic minority groups. However, African Americans showed progress at four-year institutions during the period and experienced growth of 12.2 percent at this level between 1990 and 1993.

■ Since 1990, Hispanics and Asian Americans have shown the largest enrollment increases, with gains of 26.3 percent each. Asian Americans had a 3.9 percent enrollment gain from 1992 to 1993, while Hispanics achieved an increase of 3.6 percent.

■ American Indians and Alaska Natives experienced small increases in higher education enrollments from 1992 to 1993, though they continue to represent less than 1 percent of all students at U.S. colleges and universities. A 2.0 percent increase for the year raised total American Indian enrollment to 122,000 in 1993.

■ An overwhelming majority of students of color (82 percent) attended public institutions in 1993, compared with 62.7 percent of white students.

Degrees Conferred

■ Students of color made progress at all degree levels from 1991 to 1992, led by a 12.4 percent gain at the master's level. Students of color also achieved increases of 11.4 percent in bachelor's degrees, 9.5 percent in first-professional degrees, and 8.3 percent in associate degrees. The overall increase for minority students as a group was above the rate of progress for whites in all four categories.

■ For the 1992–93 year, men of color achieved larger degree gains than women of color at all levels except first-professional degrees. However, both showed moderate improvements for the year in the number of bachelor's and master's degrees received.

■ After declining in the 1980s, the number of African Americans earning bachelor's degrees has increased steadily since 1990. This gain has translated into a proportional rise as well. Much of this progress in degree awards can be traced to increases in African American college enrollment during the late 1980s.

■ Between 1991 and 1992, African Americans also recorded moderate degree gains at the master's level. They experienced a slight decline at the first-professional level and a small improvement at the associate level.

■ Hispanics experienced increases in all four degree categories in 1992, ranging from 9.5 percent at the first-professional level to 11.6 percent at the master's level. Both men and women contributed to this upward trend. Despite such progress, Hispanics earned less than 4 percent of all bachelor's, master's, and first-professional degrees in 1992.

■ Asian Americans posted moderate increases in all four degree categories from 1991 to 1992 and had the largest increases of the four ethnic minority groups at the associate, master's, and first-professional levels.

■ Despite progress in 1992, American Indians continued to earn only 0.5 percent of all degrees at the associate, bachelor's, master's, and first-professional levels. The largest gain for American Indians between 1991 and 1992 was at the bachelor's level, while the smallest increase was at the associate level.

■ As a group, students of color continued to increase their undergraduate degree awards in all six major fields of study; however, in education and engineering, progress was minimal. The

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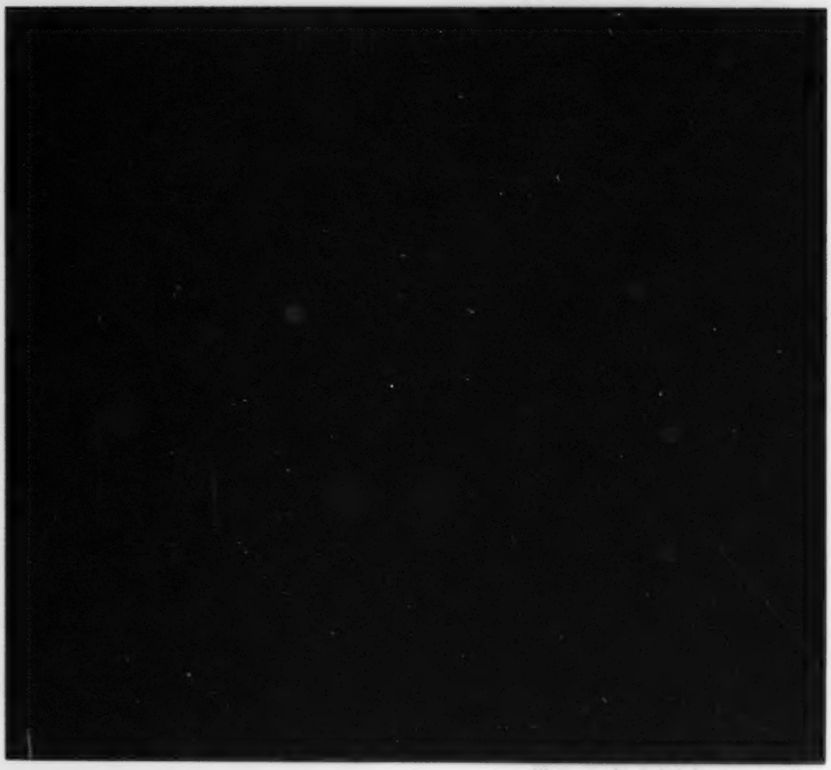


Photo credit: Salish Kootenai College

number of bachelor's degrees in life sciences and social sciences earned by students of color rose by 25.5 percent and 17.2 percent, respectively, between 1991 and 1992. In education, at the bachelor's level, the increase amounted to only 1.5 percent.

■ Among the four major ethnic groups, Asian Americans recorded the largest gains in bachelor's degrees in business and life sciences. Hispanics had the largest gain in social science bachelor's degrees. American Indians had the largest percentage gains in health and engineering bachelor's degrees, even though the number of awards they receive remains small.

EMPLOYMENT IN HIGHER EDUCATION

Faculty

■ The number of full-time faculty of color increased by 48.6 percent from 1981 to 1991, compared with a gain of 7.6 percent by whites. However, the growth varied considerably among different ethnic minority groups. Faculty of color represented only 12.3 percent of all full-time faculty and 8.5 percent of full professors in 1991.

■ Faculty of color achieved many of their gains at the "other faculty" level, which includes temporary and visiting staff. The number of minorities at this level nearly doubled from 1981 to 1991.

■ The number of African American faculty increased by 25.1 percent from 1981 to 1991, but this rate was below those for Hispanics and Asian Americans for this period.

■ From 1989 to 1991, African Americans experienced a 6 percent increase in full-time faculty, the smallest percentage gain among the four major ethnic minority groups. In 1991, African Americans represented 4.7 percent of all full-time faculty in higher education, and just 2.5 percent of all full professors.

■ The number of Hispanic full-time faculty increased by 13.3 percent from 1989 to 1991, the largest increase among ethnic minority groups. Despite their gains, however, Hispanics represented only 2.2 percent of all full-time faculty in higher education and only 1.4 percent of all full professors in 1991.

■ Asian Americans surpassed African Americans in representation among full-time faculty. By 1991, Asian Americans represented 5.1 percent of all full-time faculty, up from 4.7 percent in 1989 and 3.2 percent in 1981.

■ Tenure rates among all college faculty increased slightly from 1981 to 1991 but decreased from 61 percent to 59 percent for faculty of color during this period. Hispanics experienced the largest decline, from 65 percent to 61 percent, during the decade.

■ Men of color had higher tenure rates than women of color in 1991. This gender gap ranged from a low of 4 percentage points for African Americans to a high of 19 percentage points for American Indians.

Administrators

■ The number of administrators of color increased by 59.4 percent from

Photo credit: Salish Kootenai College

1981 to 1991, though nearly all progress occurred before 1989. The number of minority male administrators declined by 1 percent from 1989 to 1991, compared to a 7.8 percent gain for minority women.

■ The four ethnic minority groups represented 13.2 percent of the nation's college administrators in 1991, compared with 10.1 percent in 1981. African Americans made up 8.7 percent of all administrators; Hispanics, 2.5 percent; Asians, 1.6 percent; and American Indians, 0.4 percent.

SPECIAL FOCUS: AMERICAN INDIAN AND ALASKA NATIVE DEMOGRAPHIC AND EDUCATIONAL TRENDS

Demographic Trends

■ Between 1970 and 1990, the number of Americans who were identified by the U.S. Census as American Indian or Alaska Native more than doubled, increasing from 827,000 to nearly 2 million. Estimates suggest that the population of American Indians and Alaska Natives will grow to 4.6 million by the year 2050.

■ Higher birth rates among the American Indian and Alaska Native populations and improvements in census survey procedures that boosted American Indian and Alaska Native participation may have contributed to this increase. However, American society also may be undergoing a shift in cultural awareness that has prompted more people to claim their American Indian/Alaska Native heritage.

■ The American Indian and Alaska Native population is becoming an increasingly youthful group. Census data show that approximately 40 percent of American Indians and Alaska Natives are under 20 years of age, compared with 28 percent of the total U.S. population.

■ While American Indians and Alaska Natives have high fertility rates, this population also has a high death rate. Thirty-seven percent of American Indians and Alaska Natives die before age 45, compared with 12 percent of the general U.S. population.

■ In 1993, American Indian and Alaska Native elementary and secondary public school enrollments reached nearly 450,000, with nearly half of these students attending schools that have predominantly American Indian and Alaska Native student bodies.

■ In 1990, the percentage of American Indian and Alaska Natives 25 years of age and older who were high school graduates reached 65 percent. That figure compares with 54 percent of American Indians and Alaska Natives living on reservations. Overall, educational attainment levels of American Indians and Alaska Natives are 10 percentage points lower than those of the general population.

General Higher Education Trends

■ In 1993, approximately 122,000 American Indian and Alaska Native students were enrolled in higher education, representing an increase of 39 percent since 1982. However, such students still account for only 0.8 percent of all college students.

■ Approximately 50 percent of American Indian and Alaska Native undergraduates received financial aid. However, the need for financial aid may be much higher given that the average family income of this population is $26,769, compared to an average income of $42,349 among white families.

■ College persistence remains a critical issue for American Indian and Alaska Native students. Approximately 29 percent of American Indian and Alaska Native first-time, full-time freshmen graduate within six years, compared with 53 percent of all students.

■ The total number of degrees earned by American Indians and Alaska Natives increased from 7,463 in 1981 to 10,883 in 1992, a 46 percent increase, with the following changes by degree level: associate, 55 percent; bachelor's, 44 percent; master's, 23 percent; first-professional, 53 percent; and doctorate, 117 percent. Despite these gains, American Indians and Alaska Natives earned only 0.5 percent of all degrees awarded in 1992.

■ From 1980 to 1990, the percentage of American Indians and Alaska Natives 25 years of age and older who attained bachelor's or higher degrees increased by only 1 percentage point, from 8 percent to 9 percent. Consequently, American Indian and Alaska Native adults are less than half as likely as the general U.S. adult population to earn a four-year degree. Twenty percent of all adults ages 25 and older earned a four-year or higher degree in 1990.

■ Little change in the representation of American Indian and Alaska Native full-time faculty in higher education took place between 1981 and 1991. Their proportional representation increased from 0.3 percent to just 0.4 percent during this 10-year period.

■ In 1991, American Indian/Alaska Native representation among higher education administrators also stood at 0.4 percent, with just over 500 such positions held by American Indians and Alaska Natives.

■ The importance of tribal affiliation in the college admission process has been

Photo credit: Moraine Valley Community College

Photo credit: Salish Kootenai College

undervalued. Requesting information about a student's tribal affiliation provides a more precise measure to determine whether a student is correctly classified as American Indian or Alaska Native.

Tribal Colleges

- The 29 tribal or Indian colleges and universities in 12 U.S. states may benefit from recent federal legislation that awarded them land-grant status.

- Tribal colleges provide meaningful postsecondary opportunities to more than 14,000 part-time and full-time students, most of whom are American Indians/Alaska Natives who have limited access to higher education.

- About 34 percent of tribal community college students transferred to four-year institutions in 1992, and tribal college graduates' average income was $18,000, which compares favorably with that of the majority of American Indians and Alaska Natives, who reportedly have earnings at or below the poverty level.

- In a continued effort to encourage American Indian and Alaska Native students to pursue undergraduate and graduate study, most tribal colleges provide an important array of community services in the areas of counseling, substance abuse, tribal economic development, job training, and cultural restoration and preservation.

Recommendations

- The Indian Nations At Risk Task Force called for a transformation of Indian education by the year 2000 and set four national priorities that included parent-based programs, age-appropriate language and cultural education in Indian schools, the training of more Indian educators, and the strengthening of tribal and Bureau of Indian Affairs (BIA) schools as a means to better prepare students for college. Specific recommendations for colleges and universities included:

  — institutionalize funding for Indian students, faculty, and programs that strengthen the technical and professional capabilities of Indian communities;

  — revise teacher and administrator training programs to prepare educators to work within multicultural settings that support and challenge students from diverse cultural backgrounds;

  — develop, recruit, and retain more American Indian and Alaska Native faculty, and encourage scholarly work on curriculum and textbook development that incorporates Indian perspectives; and

  — develop partnerships with school districts to improve local education and with American Indian and Alaska Native communities to provide technical assistance, train professionals, and address research questions important to these communities.

High School Completion Rates

This section of the report examines the most up-to-date high school completion rates for white, African American, and Hispanic 18- to 24-year-olds in the United States, based on the U.S. Census Bureau's 1994 Current Population Survey (CPS). The data cover students who earned either a high school diploma or a high school equivalency degree, such as the General Educational Development (GED) certificate. CPS data do not cover Asian Americans or American Indians ages 18 to 24 because the survey sample is too small to provide reliable estimates. Data on the educational attainment of American Indians are provided in the Special Focus section of this report.

Photo credit: Pennsylvania College of Technology

Statistical data from CPS vary considerably from year to year; the figures cited are national aggregates, and in many urban and rural areas, the high school completion rates are lower for some groups.

CPS data for 1993 show that African Americans and Hispanics continue to trail whites in rates of high school completion, a trend evident during the past two decades. Nonetheless, African Americans experienced moderate improvement from 1973 to 1993. The data for 1993 show that 74.8 percent of African Americans ages 18 to 24 completed high school (Table 1).

By comparison, high school completion (HSC) rates for 18- to 24-year-old Hispanics have fluctuated greatly during the past decade. In 1993, 60.7 percent of Hispanics completed high school, representing an increase of more than 3 percentage points from the 1992 rate and 8 percentage points from the 1991 rate.

The completion rate for whites remained steady in 1993, at 83.4 percent, virtually unchanged from the previous year and up about 1 percentage point from the 1990 rate. Whites continued to post high school completion rates above those for the other two groups.

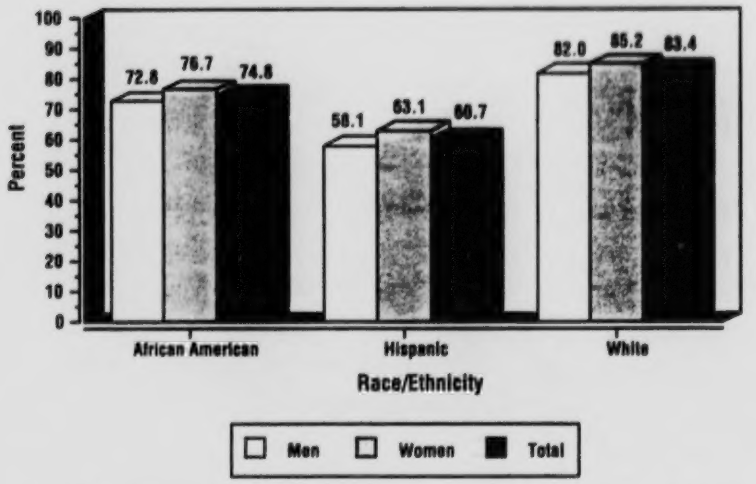
Women in all three groups completed high school at rates higher than men (Figure 1). The gender gap in 1993 was 5 percentage points for Hispanics, 3.9 percentage points for African Americans, and 3.2 percentage points for whites (Table 2).

African Americans

- Census figures show that the high school completion rate for African Americans changed little between 1992 and 1993, at 74.6 percent and 74.8 percent, respectively, after declining for two consecutive years (Table 1). The HSC rate for African Americans has declined by more than 2 percentage points since 1990.

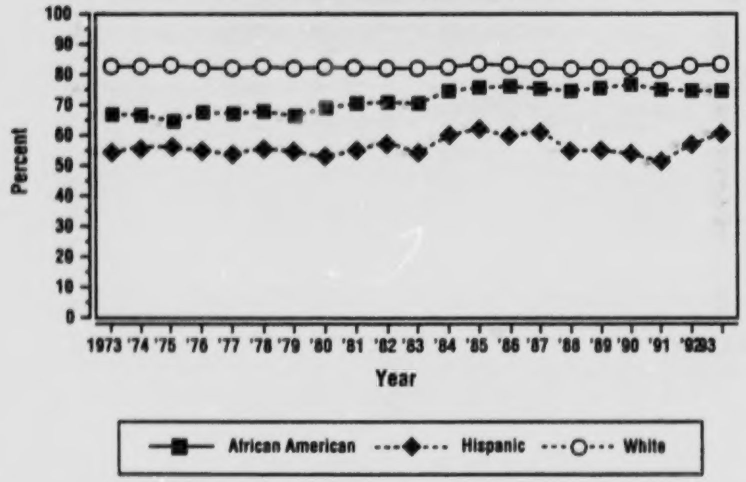
- African American men had a high school completion rate of 72.8 percent in 1993, more than 3 percentage points below the 75.9 percent rate posted in 1990—their highest completion rate during the past 20 years (Table 2).

Figure 1
High School Completion Rate by Race/Ethnicity and Gender, 1993



Source: U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. Current Population Reports, Series P-20, No. 479.

Figure 2
High School Completion Rate by Race/Ethnicity, 1973 to 1993



Source: U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. Current Population Reports, Series P-20, No. 479.

■ The completion rate for African American women was virtually unchanged at 76.7 percent. However, the HSC rate for African American women declined by approximately 3 percentage points from its high of 80.1 percent in 1986.

■ Between 1992 and 1993, the gender gap in HSC rates for African Americans narrowed slightly. The gap in 1993 was 3.9 percentage points, down from 4.5 percentage points in 1992 and 6 percentage points the previous year.

Hispanics

■ During the most recent decade, the high school completion rate of Hispanics fluctuated greatly. Hispanics achieved progress in high school completion rates in 1993, though their rates remain far behind those of whites and African Americans (Figure 2). Their completion rate for 1993 was 60.7 percent, up more than 3 percentage points from 1992 and 8 percentage points from 1991. However, Hispanics are just beginning to recover from a decline in the late 1980s and early 1990s, when completion rates ranged between 52 percent and 56 percent.

■ Hispanic men experienced their second consecutive large gain in HSC rates between 1992 and 1993. The 1993 rate for Hispanic men was 58.1 percent, up 6 percentage points from 1992 and more than 10 percentage points from 1991. However, the rate for 1993 still is below the HSC rate they posted in 1987 and only 2 percentage points higher than their HSC rate two decades ago.

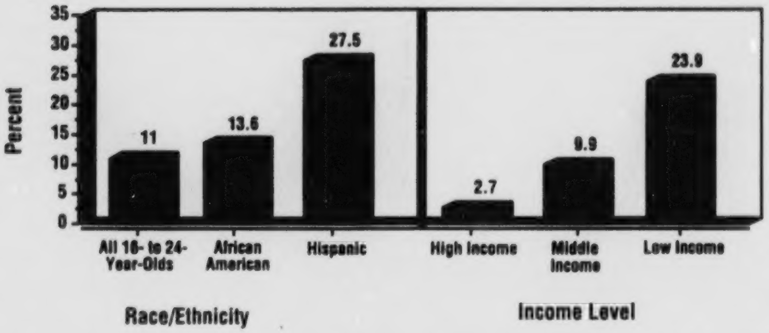
■ The HSC rate for Hispanic women improved slightly, to 63.1 percent, in 1993. However, this small increase builds on a larger 6 percentage point gain they recorded in 1992.

■ The progress of Hispanic men during 1992 and 1993 reduced the gender gap in Hispanic HSC rates. This gap was 5 percentage points in 1993, down from 10 percentage points the previous year.

DROPOUT RATES

HSC rates include not only students who graduate from high school, but also students who earn a General Educational Development diploma. By comparison, high school dropout rates provide a specific snapshot of students who left school before completion. Dropout data

Figure 3
School Dropout Rates for 16- to 24-Year-Olds, 1993



Source: National Center for Education Statistics, U.S. Department of Education. Dropout Rates in the United States: 1993. Washington, DC: U.S. Government Printing Office, 1993.

typically include three kinds of rates: event rates, i.e., the proportion of students who drop out of school in a particular year; cohort rates, an assessment of a single group of students over time; and status rates, a cumulative look at students who dropped out regardless of the grade level they were in when they left school.

For this section, the report relies on a 1994 U.S. Department of Education/National Center for Education Statistics study of dropout rates for youth and young adults ages 16 to 24. This section focuses only on status dropout rates.

General Trends

- About 11 percent of youth ages 16 to 24 dropped out of school in 1993. This rate was unchanged from 1992 but down from rates of 12.5 percent in 1991 and 14.1 percent in 1980.

- The high school dropout rate for women was similar to the rate for men in 1993, with women accounting for 49.5 percent of all dropouts.

- Students with family incomes in the lowest quintile had the highest dropout rate—23.9 percent. Those in the middle-income and high-income ranges had dropout rates of 9.9 percent and 2.7 percent, respectively (Figure 3).

African Americans

- The status high school dropout rate for African Americans ages 16 to 24 was 13.6 percent in 1993, nearly twice the rate for whites, which was 7.9 percent.

- Nonetheless, the status dropout rate for African Americans has remained relatively stable from 1986 to 1993, continuing the decrease from the 20 percent dropout rates recorded by African Americans in the 1970s.

Hispanics

- Hispanics were the most likely among these three racial/ethnic groups to drop out of high school. The Hispanic dropout rate in 1993 was 27.5 percent, nearly four times the rate for whites.

- Hispanics represented 29.1 percent of all dropouts even though they account for only 11.7 percent of the 16- to 24-year-old population.

- Hispanic students were most likely to drop out if their families spoke little or no English at home. The dropout rate for Hispanics from these families was 32 percent, compared with 14.1 percent for Hispanics who spoke English at home.

College Participation Rates

College participation rates are an important indicator of progress for students of color in education. These rates track both current enrollment and recent postsecondary attendance patterns of a given age group—most commonly, the 18- to 24-year-old and 14- to 24-year-old populations. Three types of college participation figures are available from the U.S. Census Bureau: the percentage of all 18- to 24-year-olds enrolled in college; the percentage of high school graduates ages 18 to 24 enrolled in college; and the percentage of high school graduates ages 14 to 24 who either are enrolled in college or have completed one or more years of postsecondary education. This last category also is known as the "ever-enrolled-in-college" rate.

This section focuses mainly on the percentage of 18- to 24-year-old high school graduates enrolled in college but includes some discussion of the other categories of college participation. However, readers should view this information with caution because it provides only a general profile of participation rates.[1]

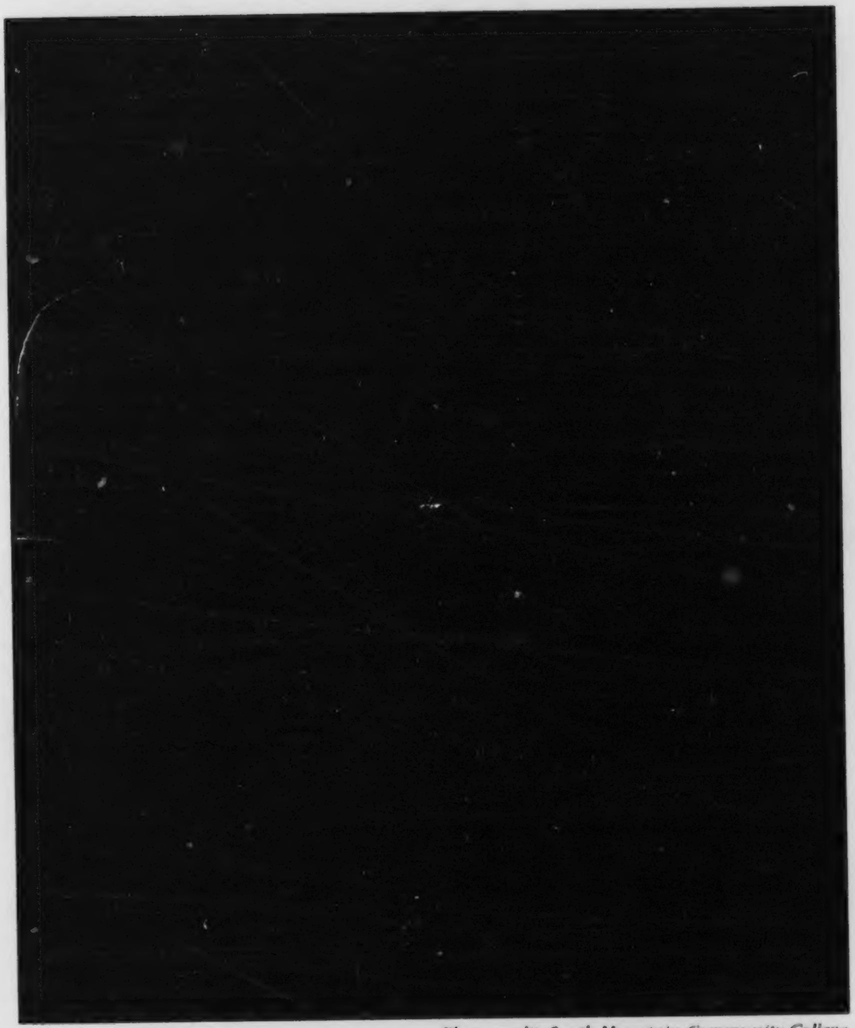
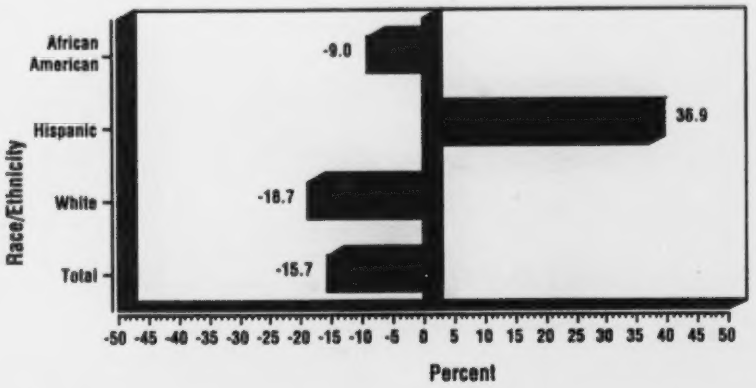


Photo credit: South Mountain Community College

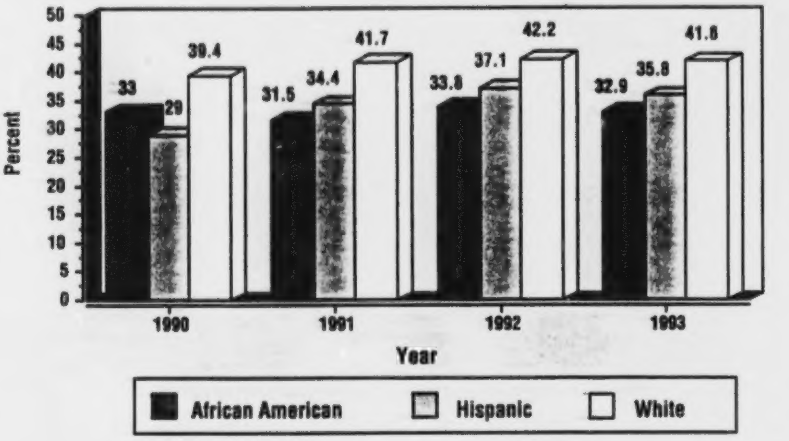
The number of college-age youth continued to decline nationwide in 1993, led primarily by declines among whites. As shown in Figure 4, the nation's college-age population fell by 15.7 percent from 1983 to 1993, with the number of whites declining by 18.7 percent. However, the number of college-age African Americans also dropped by 9 percent during this period, with both African American men and women contributing to the trend. Several factors may be responsible for this decline. Research shows that African Americans have the slowest growing population among the four major ethnic minority groups.[2] Undercounting of minorities by the Census Bureau and an increase in the number of children with multiracial and multiethnic backgrounds also may be factors.[3]

Figure 4
Changes in College-Age Population, 1983 to 1993 (18- to 24-Year-Olds)



Source: *U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. Current Population Reports, Series P-20, No. 479.*

Figure 5
Enrolled-in-College Participation Rates for 18- to 24-Year-Old High School Graduates by Race/Ethnicity, 1990 to 1993



Source: *U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. Current Population Reports, Series P-20, No. 479.*

By comparison, the number of college-age Hispanics jumped by 36.9 percent during this same 10-year period. Higher fertility rates among Hispanics and increased immigration are two key factors contributing to this trend. Hispanics accounted for nearly half of all immigrants to the United States from 1960 to 1990.[4]

Nonetheless, 20-year trends since 1973 show that whites continue to be much more likely than African Americans or Hispanics to participate in higher education. White high school graduates experienced an increase of 11 percentage points in college participation during this period, compared to increases of nearly 9 percentage points for African Americans and 6 percentage points for Hispanics.

Data for 1993 again show a higher percentage of white high school graduates participating in higher education. Nearly 42 percent of white high school graduates ages 18 to 24 attended college in 1993, compared with 32.9 percent of African Americans and 35.8 percent of Hispanics (Figure 5). However, all three of these rates are down slightly from 1992.

African Americans

■ The 32.9 percent participation rate for African American high school graduates ages 18 to 24 showed little change from 1992. As a group, African American high school graduates have remained stable since 1990, when they posted a college participation rate of 33 percent.

■ Between 1992 and 1993, African American male high school graduates posted close to a 2-point increase in college participation, with a 1993 rate of 31.4 percent. However, this upturn was not sufficient to overcome the drop registered earlier in the decade. Thus, the 1993 rate for African American men is still 3 percentage points below the 1990 rate (Figure 6).

■ College participation rates for African American female high school graduates dropped more than 3 percentage points in 1993, to 34 percent. However, it should be noted that the 1992 rate of 37.5 percent was a sharp increase above all past figures and should be viewed with caution. Overall, African American women have achieved some progress in college-going rates since 1990.

■ African American men and women showed small gains in the "ever-enrolled-in-college" rate. Fifty-four per-

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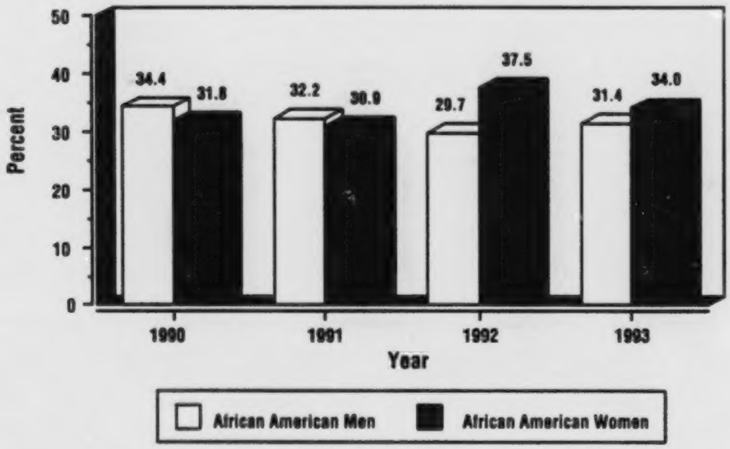
Figure 6

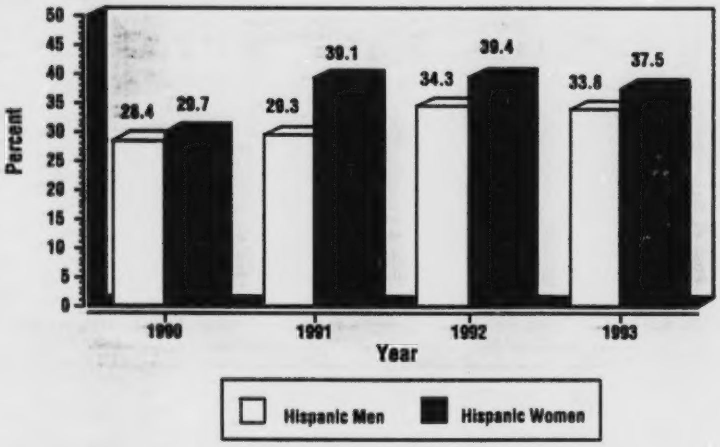
Enrolled-in-College Participation Rates of African American High School Graduates Ages 18 to 24, by Gender, 1990 to 1993



Source: U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. Current Population Reports, Series P-20, No. 479.

Figure 7

Enrolled-in-College Participation Rates of Hispanic High School Graduates Ages 18 to 24, by Gender, 1990 to 1993



Source: U.S. Department of Commerce, Bureau of the Census. School Enrollment—Social and Economic Characteristics of Students: October 1993. Current Population Reports, Series P-20, No. 479.

cent of African Americans ages 14 to 24 reported enrolling in postsecondary education at some point in their lives, based on 1993 data (Table 1). The rate topped 50 percent for the second consecutive year and reflects progress of nearly 8 percentage points since 1990.

■ Fifty percent of African American men ages 14 to 24 reported in 1993 that they had enrolled in postsecondary education at some point in their lives (Table 2). This rate represents a small increase from 1992 and is the first time the figure has reached 50 percent since the mid-1970s.

■ The "ever-enrolled" rate for African American women reached 57.1 percent in 1993, its highest level in two decades.

Hispanics

■ A slightly smaller percentage of Hispanic high school graduates ages 18 to 24 attended college in 1993, compared with 1992. The 1993 rate of 35.8 percent represents a dip of approximately 1 percentage point from the previous year.

■ Hispanic men and women both contributed to this decline. The rate for Hispanic male graduates declined slightly, from 34.3 percent in 1992 to 33.8 percent in 1993 (Figure 7). The rate for Hispanic female graduates declined from 39.4 percent in 1992 to 37.5 percent the following year.

■ Nonetheless, Hispanic men and women show progress in college participation rates since 1990, mainly because of large one-year increases for Hispanic men in 1992 and for Hispanic women in 1991.

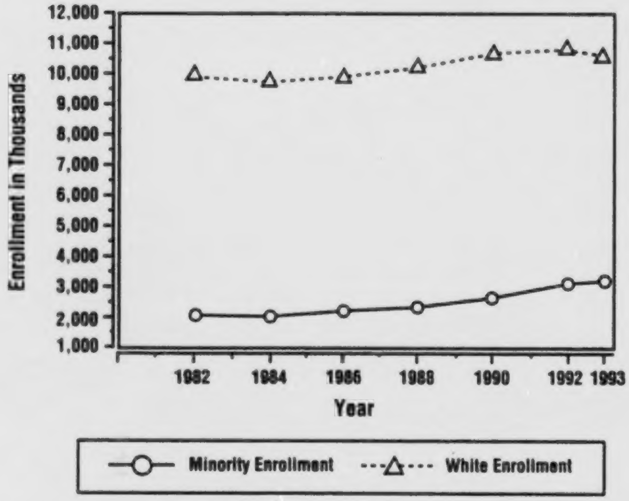
■ Even with the 1992–93 decline, the "ever-enrolled" rate for Hispanic men ages 14 to 24 topped 50 percent for the second consecutive year in 1993 (Table 2). The 1993 rate of 51.1 percent is nearly 5 percentage points above the "ever-enrolled" rate for 1990.

■ Hispanic women had an ever-enrolled rate of 60.4 percent in 1993, their highest level in the past two decades and an impressive 17 percentage points above the 1990 level. Hispanic women also had a higher ever-enrolled rate than African American women for the third consecutive year.

College Enrollment Trends

Unlike college participation rates, which have fluctuated and netted little overall gain, the actual number of students of color enrolled in higher education increased steadily during the past decade. Enrollment by students from the four major ethnic minority groups grew by 57.6 percent from 1982 to 1993, increasing by 19.9 percent during the last three years of the period (Figure 8). The gains continued in 1993, though at a much slower rate than in past years. Students of color recorded an enrollment increase of 2.6 percent from 1992 to 1993, which was below the 7.1 percent, one-year gain in 1992 and the 9.1 percent increase in 1991 (Table 3).

Figure 8
White and Minority Higher Education Enrollments, 1982 to 1993



Source: National Center for Education Statistics, *Trends in Enrollment in Higher Education by Racial/Ethnic Category: Fall 1982 through Fall 1992* and *Enrollment in Higher Education: Fall 1984 through Fall 1993.*

Among all students, college enrollment fell by 1.2 percent from 1992 to 1993. The main reasons for this decline were a 2.5 percent enrollment decline among white students and a slowing in enrollment gains among students of color. Student enrollment at both two- and four-year institutions contributed to this decrease. Enrollment at two-year institutions declined by 2.7 percent, while the loss at the four-year level was less than 1 percent.

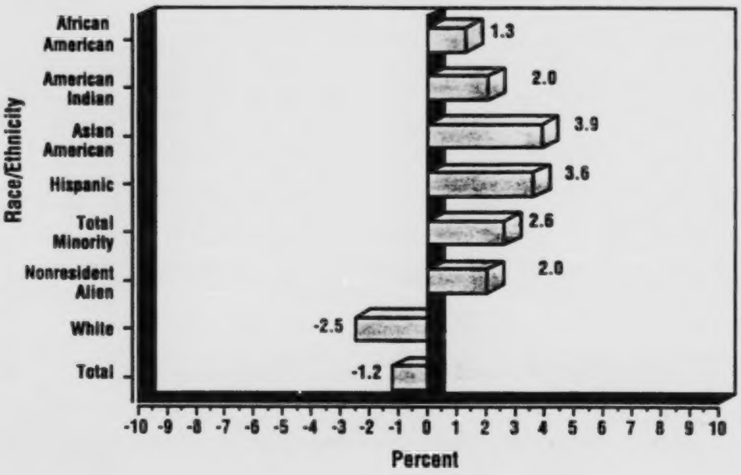
All four major ethnic minority groups posted small to moderate enrollment increases at four-year institutions between 1992 and 1993. However, African Americans and American Indians experienced small enrollment declines at the two-year level. Overall, students of color recorded a 4.1 percent increase at four-year institutions but gained less than 1 percent at two-year colleges.

Asian Americans showed the greatest progress in enrollment, with a 3.9 percent combined increase at all types of institutions from 1992 to 1993 (Figure 9). Hispanics recorded a 3.6 percent increase, while American Indians experienced a 2 percent gain. African Americans posted the smallest gain, 1.3 percent, primarily because of a small enrollment decline at the two-year level. Since 1990, Hispanics and Asian Americans have experienced the greatest gains, each posting increases of 26 percent. American Indians showed progress of 18.4 percent, and African Americans recorded an increase of 13.1 percent.

Both minority men and minority women experienced small gains from 1992 to 1993 (Table 4). Women of color recorded an increase of 2.8 percent during this period, compared to a 2.3 percent increase for men of color.

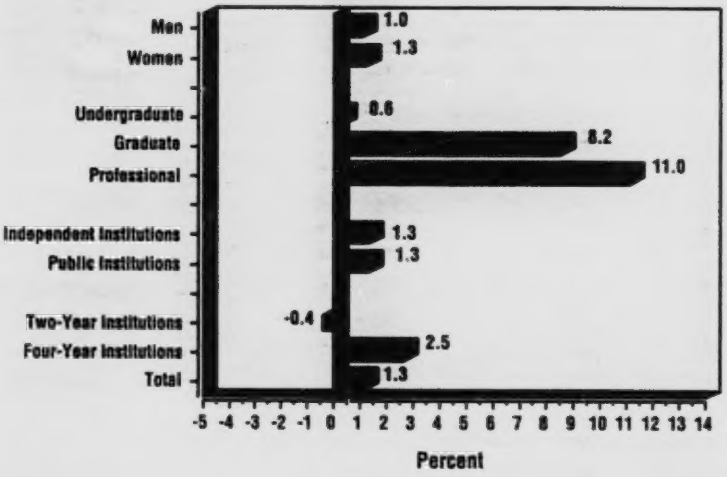
Students of color also experienced gains at the undergraduate, graduate, and professional levels from 1992 to 1993 (Table 5). The largest increase was 11.1 percent at the professional level, compared to increases of 6.4 percent at graduate institutions and 2.1 percent at undergraduate colleges and universities. Students of color also recorded slightly larger increases at independent than at public institutions from 1992 to 1993 (Table 4).

Figure 9
Changes in Enrollment by Race/Ethnicity, 1992 to 1993



Source: National Center for Education Statistics. Enrollment in Higher Education by Race/Ethnicity: Fall 1984 through Fall 1993. Washington, DC: U.S. Department of Education, 1995.

Figure 10
Changes in African American Enrollments, 1992 to 1993



Source: National Center for Education Statistics. Enrollment in Higher Education: Fall 1984 through Fall 1993. Washington, DC: U.S. Department of Education, 1995.

African Americans

■ Recent enrollment increases for African American undergraduates leveled off in 1993. However, African Americans still showed gains of 12.3 percent between 1990 and 1993.

■ The number of African Americans attending two-year colleges declined by 0.4 percent from 1992 to 1993 (Figure 10). This slight decline followed nine years of steady growth for African Americans at two-year institutions. Over the 1990 to 1993 period, African Americans experienced a 14.3 percent increase at the two-year level.

■ African Americans also experienced the smallest growth of the four ethnic minority groups at four-year institutions from 1992 to 1993. However, their gain of 2.5 percent reflects continued progress since 1990. From 1990 to 1993, African American enrollment at these institutions rose by 11.6 percent.

■ The number of African Americans attending both independent and public institutions increased by 1.3 percent.

■ African Americans experienced their greatest enrollment boosts at professional schools from 1992 to 1993. The increase of 11 percent at that level exceeded gains for Hispanics and whites. However, African Americans continued to represent less than 7 percent of all professional school enrollments in 1993.

■ African Americans recorded the largest gain in graduate enrollment among the four ethnic minority groups. The 8.2 percent increase in graduate enrollment between 1992 and 1993 is part of a steady upward trend since 1990 (21.4 percent).

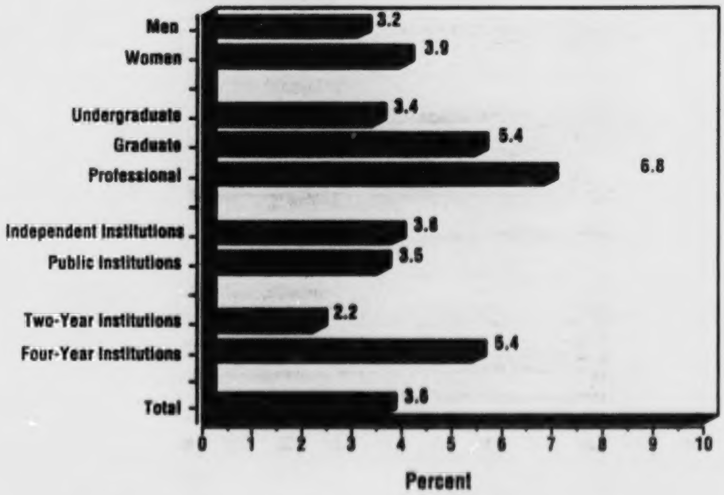
■ African American women recorded a slight enrollment gain of 1.3 percent from 1992 to 1993, while African American men's enrollment rose by 1 percent. Both show more impressive gains from 1990 to 1993, with increases of 13.7 percent for African American women and 11.7 percent for African American men.

■ The enrollment of African Americans at historically black colleges and universities (HBCUs) increased by 2.3 percent from 1992 to 1993 (Table 6). By comparison, enrollment for African Americans at non-HBCUs rose by 1 percent during this period.

- HBCUs enrolled 16.3 percent of all African Americans in higher education in 1993, compared with 16.1 percent in 1992.

- African American women recorded a 2.7 percent enrollment gain at HBCUs from 1992 to 1993, with the progress split evenly between public and independent institutions. African American men experienced a 1.7 percent increase for the year, including a 3.9 percent gain at independent HBCUs and an increase of less than 1 percent at public institutions.

Figure 11
Changes in Hispanic Enrollments, 1992 to 1993



Source: National Center for Education Statistics. Enrollment in Higher Education: Fall 1984 through Fall 1993. Washington, DC: U.S. Department of Education, 1995.

Hispanics

- Hispanics recorded a 3.6 percent enrollment increase from 1992 to 1993 (Figure 11). The largest gain, 5.4 percent, was at four-year institutions. Enrollment at the two-year level grew by 2.2 percent.

- Between 1990 and 1993, Hispanics and Asian Americans had the largest enrollment gains, at 26.3 percent.

- Increases at two-year institutions accounted for the largest enrollment gain among Hispanics (31.3 percent) during the period. Enrollment at four-year institutions was up 20.6 percent. In 1993, 56 percent of all Hispanics enrolled in higher education attended two-year colleges.

- The largest percentage gain for Hispanics from 1992 to 1993 occurred at the graduate level, where enrollment increased by 6.8 percent. Hispanics also recorded progress of 3.4 percent at the undergraduate level. Hispanic enrollment at the undergraduate and graduate levels increased by 26.6 percent and 23.4 percent, respectively, between 1990 and 1993.

- With these gains, Hispanics represented 7.4 percent of all undergraduate students and 3.4 percent of all graduate students in 1993.

- Hispanic women and men experienced enrollment gains of 3.9 percent and 3.2 percent, respectively, from 1992 to 1993. Both have achieved steady progress since 1990, with women recording a total increase of 27.7 percent and men showing a gain of 24.8 percent.

- Hispanic enrollment at independent institutions increased by 3.8 percent from 1992 to 1993 and by 24.3 percent between 1990 and 1993. Nonetheless, the overwhelming majority of Hispanics continues to attend lower-cost public institutions. Eighty-six percent of Hispanics in higher education attended public colleges and universities in 1993.

Asian Americans

- The number of Asian Americans enrolled in higher education increased by 3.9 percent from 1992 to 1993, the largest one-year gain among the four ethnic minority groups. From 1990 to 1993, Asian Americans showed a total enrollment increase of 26.3 percent.

- Asian Americans had their largest one-year gain at four-year institutions—5.3 percent (Figure 12). Their enrollment at the two-year level increased by 1.9 percent. From 1990 to 1993, the number of Asian Americans increased by 37.2 percent at two-year institutions and by 20.1 percent at four-year colleges and universities.

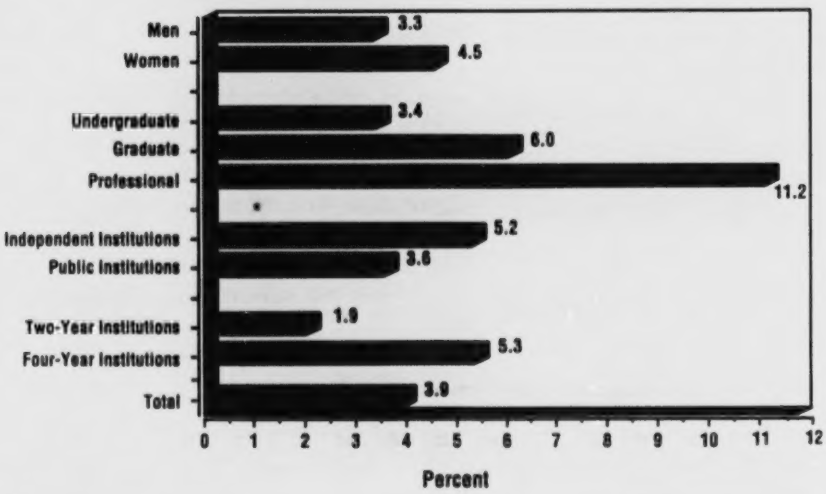
- Asian American women experienced slightly larger gains than Asian American men. Asian American women registered an enrollment increase of 29.8 percent between 1990 and 1993, including a gain of 4.5 percent from 1992 to 1993. By comparison, Asian American men experienced a 23 percent gain between 1990 and 1993, including progress of 3.3 percent from 1992 to 1993.

- The number of Asian Americans attending independent colleges and universities increased by 5.2 percent from 1992 to 1993, and the number at public institutions rose by 3.6 percent.

- Asian Americans recorded their largest enrollment gain at the professional level from 1992 to 1993, with an increase of 11.2 percent. Graduate and undergraduate enrollments by Asian Americans were up by 6 percent and 3.4 percent, respectively.

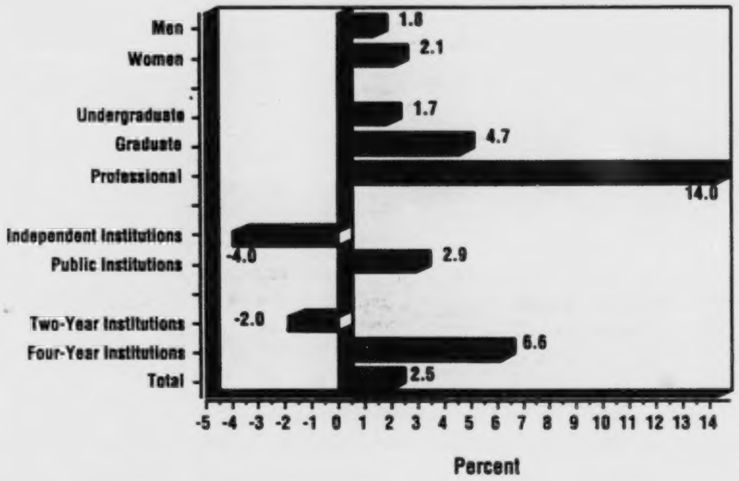
- In all three categories—undergraduate, graduate, and professional

Figure 12
Changes in Asian American Enrollments, 1992 to 1993



***Source:** National Center for Education Statistics. Enrollment in Higher Education: Fall 1984 through Fall 1993. Washington, DC: U.S. Department of Education, 1995.*

Figure 13
Changes in American Indian Enrollments, 1992 to 1993



***Source:** National Center for Education Statistics. Enrollment in Higher Education: Fall 1984 through Fall 1993. Washington, DC: U.S. Department of Education, 1995.*

education—Asian Americans recorded moderate enrollment growth between 1990 and 1993, led by a 31.5 percent gain in professional enrollments.

American Indians

- American Indians and Alaska Natives experienced a small increase in higher education enrollment from 1992 to 1993, though they continued to represent only 0.8 percent of all students at colleges and universities. A 2 percent increase for the year raised total American Indian enrollment to 122,000 in 1993.

- However, the 2 percent increase is down from the 4.4 percent increase recorded in 1992 and the 10.7 percent increase posted in 1991.

- Breaking with the trend set in the 1980s, American Indians showed their greatest progress at four-year institutions in 1993 (Figure 13). The 6.6 percent increase at four-year colleges and universities builds on a gain of 7.8 percent the previous year and contributes to a total increase of 22.9 percent since 1990.

- Despite this progress, however, the number of American Indians attending two-year institutions declined by 2 percent from 1992 to 1993. Between 1991 (when they recorded a one-year increase of 14.5 percent) and 1993, American Indians achieved no enrollment progress at this level.

- Between 1992 and 1993, American Indians recorded a 4.7 percent gain in graduate enrollments and an increase of only 1.7 percent in undergraduate enrollments. Despite overall progress since 1990, American Indians still represented less than 1 percent of total enrollments at both of these levels in 1993.

- American Indian women and men recorded small enrollment gains of 2.1 percent and 1.8 percent, respectively, from 1992 to 1993. Between 1990 and 1993, American Indian men showed a slightly larger gain than American Indian women (18.6 percent compared to 18.3 percent).

- Fewer American Indians attended independent colleges in 1993 than in 1992. The 4 percent decline meant that only 15,000 American Indians enrolled in these institutions in 1993. The vast majority of American Indians in higher education—87.6 percent—attended public colleges and universities.

Degrees Conferred

Previous editions of this annual status report showed that all four ethnic minority groups made progress in terms of the number of degrees conferred during the late 1980s and early 1990s. This year's report provides information for 1992 based on new data from the National Center for Education Statistics (NCES) and other sources. Data for associate, bachelor's, master's, and first-professional degrees come from NCES; data pertaining to doctoral degrees are derived from the National Research Council's (NRC) Survey on Earned Doctorates.

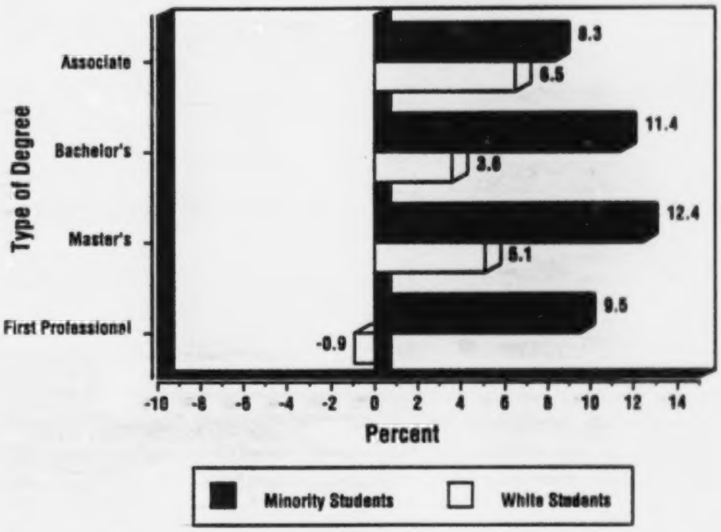
As a group, students of color achieved progress in all four degree categories from 1991 to 1992, led by a 12.4 percent gain at the master's level (Figure 14). The four minority groups also experienced combined increases of 11.4 percent in bachelor's degrees, 9.5 percent in first-professional degrees, and 8.3 percent in associate degrees. During this one-year period, the increase for students of color was above the rate of progress for white students in all four degree categories. The percentage gain for minorities at the bachelor's level was nearly three times the 3.6 percent increase for whites.

For the 1992–93 year, both men and women of color showed moderate improvement for the year at the associate, bachelor's, master's, and first-professional degree levels.

Students of color achieved a small increase in the total share of degrees conferred in 1992, compared to 1991.

Photo credit: Moraine Valley Community College

Figure 14
Changes in Degrees Awarded to Minority and White Students by Type of Degree, 1991 to 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. Washington, DC: U.S. Government Printing Office, 1994.

Minorities earned 14.6 percent of all bachelor's degrees in 1992, up from 13.7 percent the previous year (Table 9). However, students of color also represented 23 percent of all undergraduate students in 1992, up from 21.7 percent in 1991 (Table 5). Consequently, the representation of minorities among degree recipients remains far below their share of undergraduate enrollments.

Similar trends occurred at the master's and first-professional levels. Students of color earned 15.4 percent of all first-professional degrees in 1992, up from 14.1 percent in 1991 (Table 11). However, minority students also accounted for 19.2 percent of all first-professional enrollments in 1992, an increase from 17.8 percent the previous year (Table 5). In addition, students of color earned 11.9 percent of all master's degrees in 1992, up from 11.2 percent the previous year (Table 10). These statistics contrast with minority representation in the graduate student population in 1992 (13 percent) and 1991 (12.5 percent).

African Americans

■ Between 1991 and 1992, African Americans recorded moderate gains at the bachelor's and master's levels (Figure 15). They experienced a slight decline at the first-professional level and a modest improvement at the associate degree level.

■ African Americans experienced an increase of 4.7 percent in associate degrees from 1991 to 1992, the smallest gain at this level among the four major ethnic minority groups (Table 8). The gains for African American men and women were about equal for this one-year period. African Americans also recorded the smallest increase in associate degrees among the four groups—11.6 percent—for the period from 1981 to 1992.

■ After declining in the 1980s, the number of African Americans earning bachelor's degrees increased steadily between 1990 and 1993. This gain translated into a proportional increase as well. Much of this progress can be traced to the large increases in African American enrollment during the late 1980s. Between 1990 and 1993, the number of bachelor's degrees awarded to African Americans increased by 18.4 percent, which is more than the 11.6 percent increase in undergraduate enrollment for African Americans during this period.

■ The 12.2 percent increase in the number of master's degrees awarded to African Americans in 1992 over 1991 was enough to erase a decline in this category that occurred during the early to mid-1980s.

■ Despite progress in 1992, African American men have yet to recoup the loss in the number of master's degrees they earned compared to the number they received in 1981. However, African American men experienced a 6 percent increase at this level from 1991 to 1992.

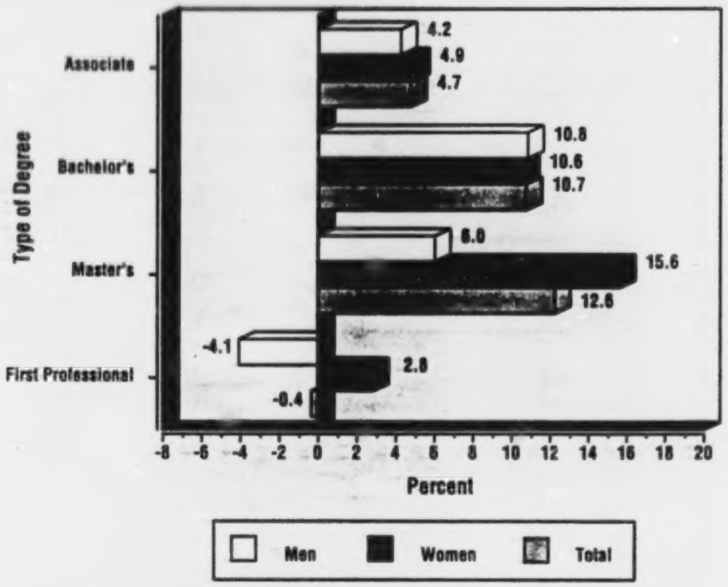
■ By comparison, African American women have made impressive progress since 1990 at the bachelor's and master's degree levels. A 15.6 percent increase at the master's level in 1992 alone was enough to offset earlier declines.

■ Fewer African American men received first-professional degrees in 1992, continuing a slide that began in the 1980s.

■ African Americans at historically black colleges and universities (HBCUs) showed gains in most degree categories for 1992 compared to 1991 (Table 12). Highlights included a 15 percent increase in bachelor's degrees and a 41.6 percent boost at the first-professional level, reversing a decline from 1991.

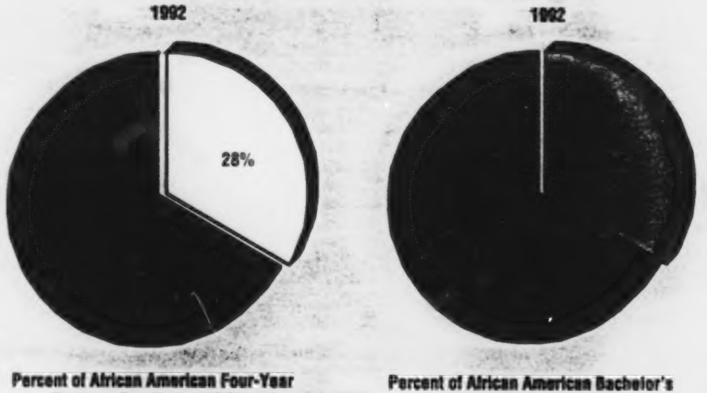
■ Four-year HBCUs enrolled 28 percent of African Americans attending four-year institutions in 1992 (Figure 16). Not surprisingly, African Americans earned 27.6 percent of their bachelor's degrees at these institutions that year. This was the third consecutive increase in the share of bachelor's degrees awarded to African American undergraduates at HBCUs and the highest percentage since the 1988–89 academic year.

Figure 15
Changes in Degrees Awarded to African Americans by Type of Degree and Gender, 1991 to 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. *Washington, DC: U.S. Government Printing Office, 1994.*

Figure 16
Historically Black Colleges' and Universities' Share of African American Four-Year Enrollments and Bachelor's Degrees



Percent of African American Four-Year Students Enrolled at HBCUs

Percent of African American Bachelor's Degrees Awarded by HBCUs

Source: National Association for Equal Opportunity Research Institute. Annual Fall Enrollment Survey 1993; and National Center for Education Statistics, U.S. Department of Education. Enrollment in Higher Education: Fall 1984 through Fall 1993 *and* Digest of Education Statistics, 1994. *Washington, DC: U.S. Government Printing Office, 1994; and Integrated Postsecondary Education Data System (IPEDS) "Completions Survey."*

Hispanics

■ Hispanics experienced increases in all four degree categories in 1992, including gains of 10.9 percent at the associate level, 11.3 percent at the bachelor's level, 11.6 percent at the master's level, and 9.5 percent at the first-professional level (Figure 17). Both men and women contributed to this upward trend.

■ Despite such progress, Hispanics earned less than 4 percent of all bachelor's, master's, and first-professional degrees in 1992. Hispanics in 1992 represented a small share of total enrollments, as well, accounting for only 4.7 percent of students at four-year institutions, 3.3 percent of students at the graduate level, and 4.2 percent of those at the first-professional level.

■ Hispanic men posted moderate gains in 1992 at the associate, bachelor's, and master's degree levels.

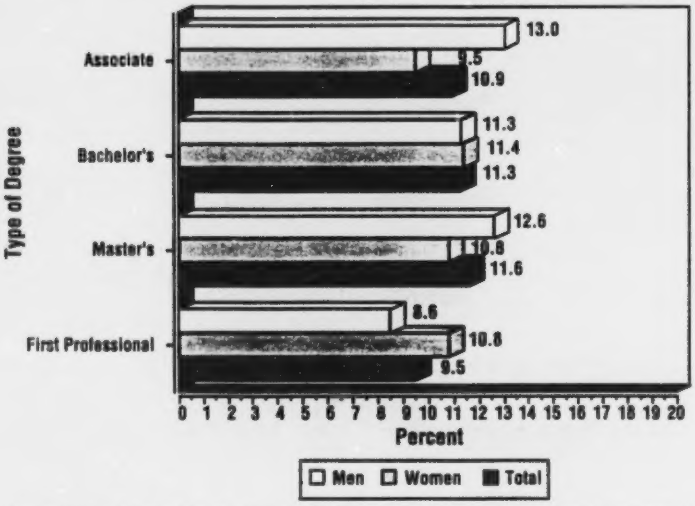
■ The total number of Hispanic women earning bachelor's degrees more than doubled from 1981 to 1992, and the number of women earning first-professional degrees nearly tripled during this period.

■ The number of degrees conferred by Hispanic-serving institutions declined at the associate and bachelor's levels but remained stable at the master's level in 1992 (Table 13).[5] First-professional degrees conferred by these institutions reflected a small increase for the year.

■ Fewer Hispanic students earned associate degrees at Hispanic-serving institutions in 1992 compared to 1991. Hispanics earned 36.1 percent of their associate degrees at Hispanic-serving institutions that year (Figure 18).

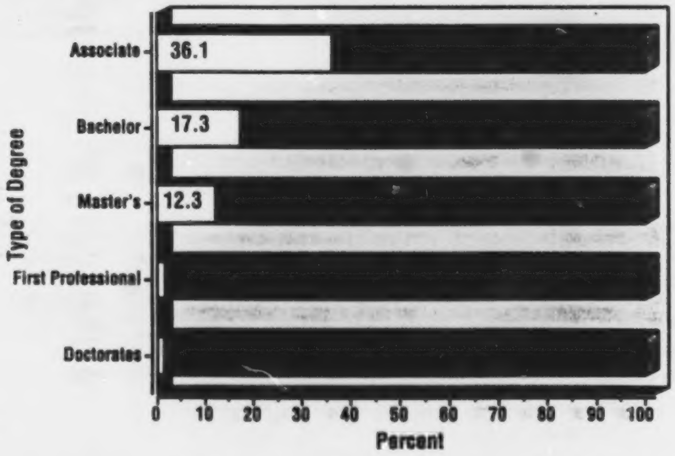
■ Hispanic students received a slightly larger number of bachelor's degrees from Hispanic-serving institutions in 1992 than in 1991 (6,959 compared to 6,857). However, the share of degrees earned by Hispanics at these institutions declined. Hispanics earned 17.3 percent of their bachelor's degrees at Hispanic-serving institutions in 1992, down from 18.7 percent in 1991.

Figure 17
Changes in Degrees Awarded to Hispanics by Type of Degree and Gender, 1991 to 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. *Washington, DC: U.S. Government Printing Office, 1994.*

Figure 18
Degrees Conferred by Hispanic-Serving Institutions as a Percent of All Degrees Conferred to Hispanics by Type of Degree, 1991 to 1992



Source: National Center for Education Statistics. IPEDS "Completions Survey."

Asian Americans

- Asian Americans recorded the largest increases in the number of degrees conferred among the four ethnic minority groups at the associate, master's, and first-professional levels in 1992.

- The 1992 data show that Asian Americans posted increases in all four categories, including a gain of 18.6 percent at the first-professional level and increases ranging from 12.3 percent to 13.6 percent at the associate, bachelor's, and master's levels (Figure 19).

- Asian Americans in 1992 accounted for 8.1 percent of all first-professional level enrollments and 6.2 percent of all first-professional degrees awarded that year. By comparison, Asian Americans represented 3.7 percent of all master's degree students but earned 4.1 percent of all master's degrees awarded in 1992. However, Asian Americans earned only 3.2 percent of all associate degrees in 1992, even though they represented 5 percent of students at two-year colleges that year.

- Asian American women earned more bachelor's degrees than Asian American men for the second consecutive year. Asian American men showed a 12.4 percent increase from 1991 to 1992, similar to the 12.1 percent gain for Asian American women.

American Indians

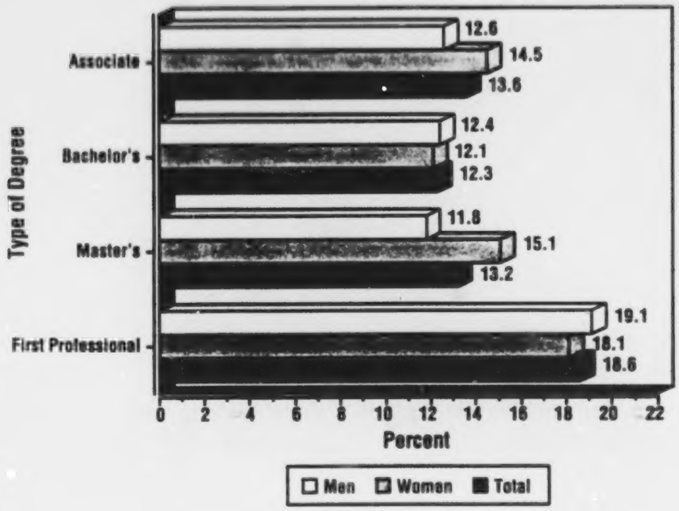
- Despite progress in 1992, American Indians earned only 0.5 percent of all degrees at the associate, bachelor's, master's, and first-professional levels.

- From 1991 to 1992, American Indians recorded their largest gain at the bachelor's degree level, where the number earning degrees increased by 14.7 percent (Figure 20). The smallest increase—9.2 percent—occurred at the associate degree level.

- The number of American Indian men earning bachelor's degrees increased by 14.8 percent in 1992 alone. By comparison, American Indian men achieved a gain of only 11.8 percent from 1981 to 1991.

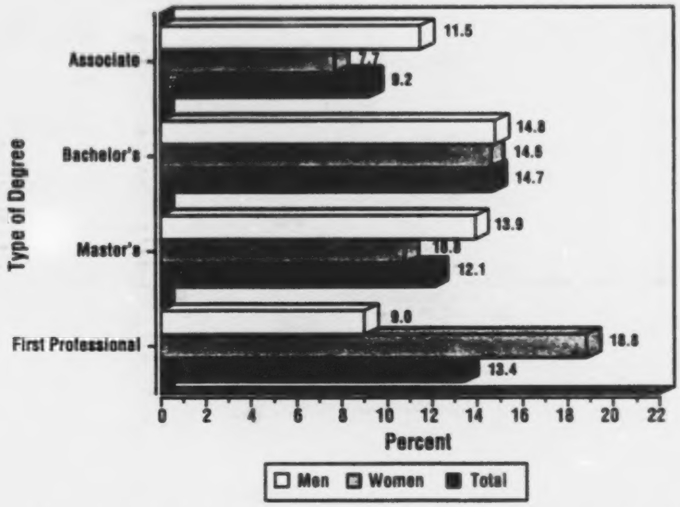
- American Indian men posted larger percentage increases than American Indian women for the year in the number of associate, bachelor's, and master's degrees earned.

Figure 19
Changes in Degrees Awarded to Asian Americans by Type of Degree and Gender, 1991 to 1992



Source: National Center for Education Statistics. IPEDS "Completions Survey."

Figure 20
Changes in Degrees Awarded to American Indians by Type of Degree and Gender, 1991 to 1992



***Source:** National Center for Education Statistics, U.S. Department of Education.* Digest of Education Statistics, 1994. *Washington, DC: U.S. Government Printing Office, 1994.*

■ However, American Indian women recorded an 18.8 percent gain in the number of first-professional degrees earned in 1992, the largest single increase for American Indians in any degree category. The number of American Indian women earning such degrees more than doubled from 1981 to 1992. Nonetheless, the numbers remain extremely small: Only 139 American Indian women earned a first-professional degree in 1992.

Degrees Conferred By Field

- As a group, students of color showed improvement in all six major fields of study between 1991 and 1992 at both the bachelor's and master's degree levels. The largest increase, 17.4 percent, occurred in life sciences at the bachelor's level (Table 14). The largest increase at the master's level was 14.4 percent in business (Table 15).

- Data from NCES illustrate that minorities have earned an increasing number of degrees in education and the social sciences, though in some cases, progress has been minimal. The number of bachelor's degrees in the social sciences earned by minorities increased by 17.2 percent from 1991 to 1992, but in education by only 1.5 percent.

- The pattern was reversed at the master's degree level, at which students of color achieved a 10.1 percent increase in the number of education degrees earned and a smaller gain of 4.1 percent in the number of social science degrees earned.

Photo credit: Maui Community College

African Americans

- African Americans registered an 8.5 percent increase in the number of education degrees earned at the bachelor's level in 1992 (Table 14). However, African Americans still experienced a decline of 45 percent in the number of degrees earned in this category from 1981 to 1992.

- African American men and women both achieved moderate gains in the number of social science bachelor's degrees earned, with increases of 12.9 percent and 13.2 percent, respectively.

- The number of master's degrees in education earned by minorities increased by 12.4 percent in 1992, led primarily by a 13.9 percent increase among African American women (Table 15). However, data still show a 25 percent decline in the number of degrees in this category earned by African Americans since 1981.

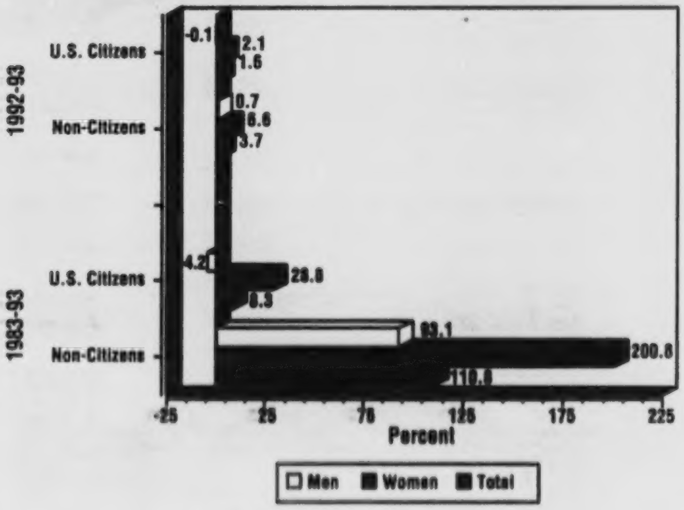
- African American men experienced an 11 percent increase in social science degrees awarded at the master's level, helping offset a 3.4 percent decline among women in this category. Nevertheless, data indicate that African Americans earned slightly fewer social science degrees in 1992 than in 1981.

- For the first time ever, in 1992, African American women earned more master's degrees in business than African American men.

Hispanics

- At the bachelor's level in 1992, Hispanics achieved progress in all six major fields, except education, where the number of degrees awarded declined by 11 percent.

Figure 21
Changes in the Number of Degrees Earned, by Citizenship Status and Gender, 1983 to 1993 and 1992 to 1993



Source: *National Research Council* Doctorate Record File, 1983 to 1993.

- With a gain of 23.8 percent in 1992, Hispanics registered their largest increase in the number of social science degrees earned at the bachelor's level. Hispanic women experienced an increase of 25 percent for the year, while Hispanic men recorded an increase of 22.7 percent.

- Despite such progress, the social sciences was not a popular discipline at the master's level in 1992. The number of Hispanics earning master's degrees in the social sciences declined by 1.6 percent, the only decline for Hispanics in the six major fields of study at the master's level for this one-year period.

- The largest increase for Hispanics at the master's level occurred in the health professions. Both men and women contributed to this 25.3 percent jump. Business experienced the second largest increase—15.7 percent.

Asian Americans

- Asian American students recorded gains in all six major fields of study at both the bachelor's and master's degree levels in 1992.

- The number of Asian American men earning bachelor's degrees in the life sciences increased by 28.3 percent from 1991 to 1992. Asian American women recorded a smaller (18.9 percent) increase in this category.

- By comparison, Asian Americans experienced growth of less than 1 percent in the number of engineering degrees earned at the bachelor's level. This modest increase contrasts with the change during the previous 10-year period, when Asian American students more than doubled the number of engineering degrees they earned.

- Asian Americans showed moderate growth in the number of degrees earned in education and the social sciences at both levels. The number of education degrees increased by 9.8 percent at the bachelor's level and by 8.1 percent at the master's level; the social sciences experienced gains of 17.9 percent and 10 percent, respectively.

American Indians

- American Indians showed small to moderate gains in all six degree fields at the bachelor's degree level. Highlights included increases of 17.1 percent in engineering, 16.5 percent in the health professions, and 16.1 percent in the social sciences. However, it must be noted that the 1991–92 increases did not reach 100 degrees for any of these fields.

- A 5.8 percent increase in the number of education degrees earned at the bachelor's level was due to progress among women. American Indian women registered a 13.4 percent gain in this category, while the number of degrees awarded to American Indian men dropped by 12.9 percent.

- At the master's level, a 12.8 percent increase for American Indians in education was enough to offset a lengthy decline dating back to the early 1980s. Most of the one-year progress for 1992 occurred among men, who had suffered the largest declines during the previous decade.

- American Indians earned only 51 master's degrees in engineering and 50 master's degrees in the social sciences in 1992.

DOCTORAL DEGREES

General Trends

Information from the National Research Council shows that women achieved larger gains than men in terms of the number of doctoral degrees earned, both from 1992 to 1993 and for the decade. However, men continue to earn the majority of doctoral degrees, including 62 percent of those awarded in 1993. Among U.S. citizens, men actually lost ground over the decade, while women experienced an increase of 28.8 percent (Table 16). The loss among men consisted entirely of declines in the number of doctorates earned by whites.

The steady increase in the number of doctorates awarded to non-U.S. citizens appeared to slow in 1993. The rate for non-citizen women was up 6.6 percent for the year, while the rate for men

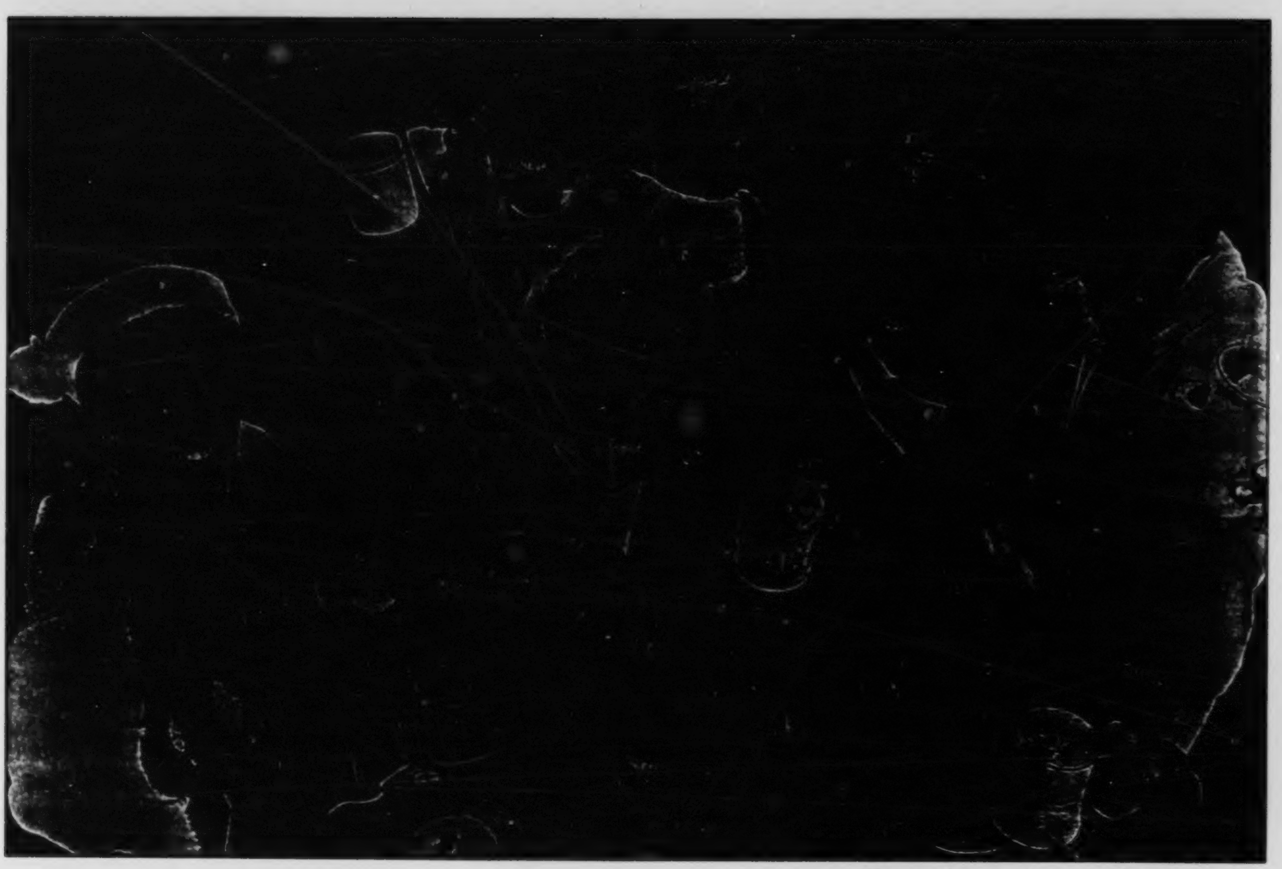


Photo credit: Pennsylvania College of Technology

increased by less than 1 percent. However, non-citizen women earned three times as many doctorates in 1993 as in 1983, while the rate for men who were not U.S. citizens nearly doubled during the period (Figure 21).

African Americans

- African Americans experienced a strong increase of 15.1 percent in the number of doctoral degrees earned from 1992 to 1993, the largest one-year jump among the four ethnic minority groups (Table 16). This one-year trend accounts for most of the progress made by African Americans since 1983.

- African American women recorded a gain of 17 percent for the year, compared to a 12.2 percent increase for African American men (Figure 22). The improvement by African American men in 1993 was large enough to reverse a decline in the number of doctoral degrees earned dating back to the early 1980s.

- The number of doctorates awarded by HBCUs increased slightly in 1992. However, African Americans earned fewer of these advanced degrees (Table 12).

Hispanics

- Hispanics experienced an increase of 7.2 percent in the number of doctorates earned for 1993, part of a steady upward trend, with growth of 54.7 percent during the previous 10 years.

- The rate for Hispanic women increased by 12 percent in 1993 alone, while the rate for Hispanic men was up by only 2.9 percent. Although Hispanic men continued to earn slightly more doctorates between 1983 and 1993, the number of doctoral degrees awarded to Hispanic women increased at a faster rate than for Hispanic men.

- The number of doctorates awarded by Hispanic-serving institutions increased slightly in 1992. However, these colleges and universities awarded just 101 doctorates for the year, only 10 of which were earned by Hispanic students.

Asian Americans

- Asian Americans recorded moderate doctoral degree growth of 9.1 percent for women and 4.9 percent for men between 1992 and 1993.

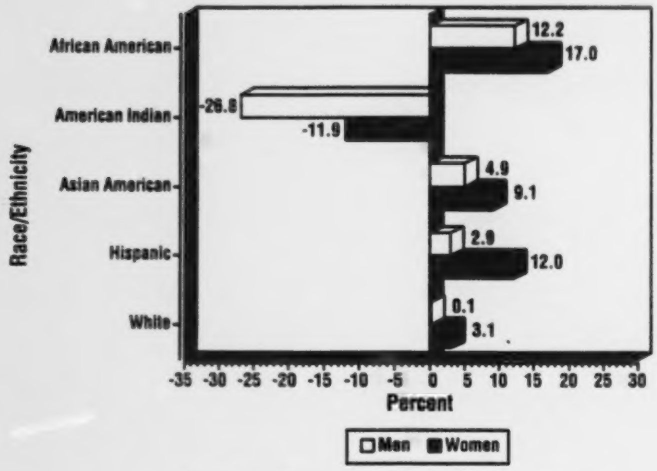
- The number of Asian Americans earning doctorates has increased by 81.1 percent since 1983, with women showing larger growth than men.

American Indians

- American Indians experienced a sudden decline in the number of doctorates they earned in 1993, following a steady growth since 1983. The rate for men dropped by 26.8 percent, while the rate for women fell by 11.9 percent.

- Only 119 American Indians earned doctorates in 1993—less than in 1991, but more than the 81 American Indians who received doctorates a decade before.

Figure 22
Changes in U.S. Doctoral Degrees by Race/Ethnicity and Gender, 1992 to 1993



Source: National Research Council. Doctorate Record File, 1983 to 1993.

DOCTORAL DEGREES BY FIELD

General Trends

U.S. citizens recorded increases in the number of doctorates they earned in engineering and the life sciences, social sciences, and humanities in 1992. However, they experienced declines in the number of physical science and education doctorates earned (Table 17). The largest gain for U.S. citizens—5.6 percent—occurred in the social sciences. The largest decline was 1.8 percent in the physical sciences.

African Americans

- Even though they experienced percentage growth in most major fields of study from 1992 to 1993, African Americans continued to earn a small number of doctorates in several fields. For example, only 41 African American U.S. citizens earned doctorates in the physical sciences in 1993; however, this figure was greater than the 34 who earned such degrees in 1992.

- Only 41 African American U.S. citizens earned doctorates in engineering during 1993. However, this number is up from 32 in 1992 and only 19 a decade before.

- Education was the most popular field for African American U.S. citizens. However, the 312 doctorates they earned in this category in 1993 reflect a 32.6 percent drop from 1992, when 463 African Americans earned the degree. The number of education doctorates awarded to African Americans has declined steadily since the late 1970s.

Hispanics

- Hispanic Americans recorded small increases in all major fields except engineering in 1993. The largest one-year percentage gain—21.5 percent—occurred in the humanities.

- Hispanic Americans earned their fewest number of doctorates, 56, in engineering. The most popular category was education, where Hispanics earned 211 doctorates in 1993, followed closely by the social sciences, with 182 degrees awarded.

Asian Americans

- Asian Americans experienced small to moderate growth from 1992 to 1993 in all six major doctoral fields. The largest increase—22.3 percent—occurred in the life sciences, while the smallest, 2.2 percent, was in the physical sciences.

- Most Asian American students earned their doctorates in engineering, the life sciences, or the physical sciences. In 1993, these fields accounted for nearly 70 percent of their doctorates. Humanities was the least popular choice among Asian American students.

American Indians

- American Indians experienced declines in five of the six major doctoral fields from 1992 to 1993, with only education showing no change for the year.

- Only two American Indians earned doctorates in engineering in 1993, compared to 11 in 1992.

- American Indians earned only 11 doctoral degrees in the physical sciences, 13 degrees in the humanities, and 14 degrees in the life sciences in 1993.

Employment Trends

For much of the 20th century, faculty of color worked almost entirely at historically black colleges and universities, Puerto-Rican universities, and community colleges. African Americans accounted for less than 1 percent of faculty on predominantly white campuses in 1961.[6] As colleges faced pressure from desegregation orders, antidiscrimination legislation, and federal mandates on equal opportunity and affirmative action, the number of African American faculty increased to slightly more than 2 percent of all full-time faculty by 1979.[7] Similarly, Hispanics accounted for less than 1 percent of all full-time faculty as recently as 1973; by 1979, they made up 1.5 percent.[8]

Photo credit: Brookhaven College

This section examines the period between 1981 and 1991, with an emphasis on trends from 1989 to 1991. This section relies on the most recent data available from employment and faculty surveys administered by the U.S. Equal Employment Opportunity Commission (EEOC), information from the U.S. Department of Education's National Center for Education Statistics, a study of college presidents by the American Council on Education, and other sources. Most of the EEOC data come from a survey that includes a different number of responding institutions each year, and data are not adjusted for nonresponse. Therefore, readers should be cautious about interpreting this data.[9]

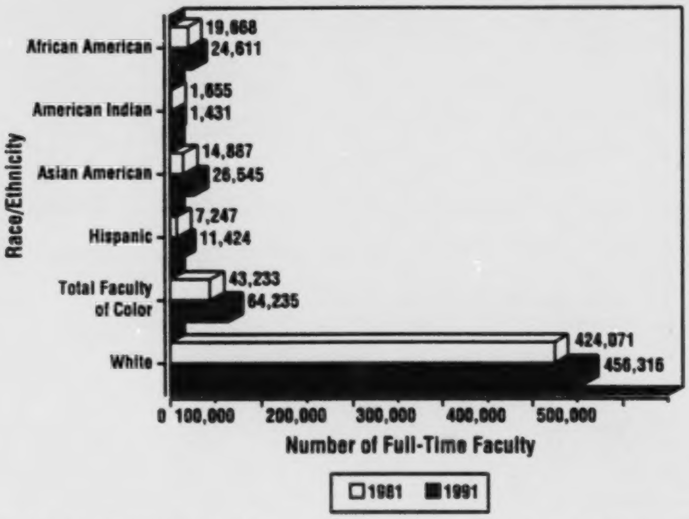
Full-Time Faculty

- Colleges and universities employed more faculty of color in 1991 than in 1981 (Figure 23). The number of minority full-time faculty increased by 48.6 percent for the 10-year period, compared to gains of only 7.6 percent for whites and 11.4 percent for all faculty (Table 18). However, the growth varied considerably for different ethnic minority groups.
- Faculty of color also increased their proportional representation by a moderate amount for the decade, moving from 9.3 percent of all full-time faculty in 1981 to 12.3 percent of all faculty by 1991.
- The number of minority full-time faculty increased by 9 percent from 1989 to 1991. By comparison, the number of total faculty increased by only 1.1 percent during this period.

Faculty by Rank

- The total number of full professors at colleges and universities increased by 25.3 percent from 1981 to 1991, with women accounting for most of the increase (Table 19). The number of women full professors jumped by 78.9 percent for this period, including a 9.1 percent gain from 1989 to 1991. Despite this tremendous growth, however, women still held less than 15 percent of all full professor positions in 1991.
- More faculty of color worked as full professors in 1991 than did 10 years previously. The number of women of color nearly doubled, while the number of minority men increased by 58.4 per-

Figure 23
Number of Full-Time Faculty in Higher Education by Race/Ethnicity, 1981 and 1991



Source: U.S. Equal Employment Opportunity Commission. "EEO-6 Higher Education Staff Information Survey," 1981 and 1991.

cent. As a result, the four major ethnic minorities represented 8.5 percent of full professors in 1991, up from 6.5 percent in 1981.

■ Despite this progress, the largest gains for faculty of color occurred at the "other faculty" level, which includes temporary lecturers and visiting staff. The number of minorities holding other faculty positions nearly doubled between 1981 and 1991. The number of women of color classified as other faculty increased by 104.1 percent, while their male counterparts experienced a 94.3 percent gain.

■ Led by gains among Asian American and Hispanic faculty, faculty of color made substantial gains at other academic ranks from 1981 to 1991, including an increase of 47.4 percent for associate professors, 67.4 percent for assistant professors, and 26.4 percent for instructors/lecturers. Both men and women contributed to these increases.

Tenure

■ Tenure rates among all college faculty increased slightly from 1981 to 1991 as both men and women experienced gains (Table 20).

■ Despite these figures, the overall tenure rate among faculty of color decreased by 2 percentage points, from 61 percent to 59 percent, during this period. By comparison, the tenure rate for white faculty increased by 2 percentage points, from 70 percent to 72 percent.

■ Hispanics showed the largest decline in tenure rates, from 65 percent in 1981 to 61 percent in 1991.

■ Men and women in all four ethnic minority groups showed declines for the 10-year period, with the exception of American Indian males, who experienced a small increase.

■ Men of color had higher tenure rates than women of color in 1991. This gender gap amounted to 4 percentage points among African Americans, 10 percentage points among Hispanics, 11 percentage points among Asian Americans, and 19 percentage points among American Indians.

Administration and Management

■ The total number of administrators on college and university campuses increased by 22.6 percent from 1981 to 1991, but all of this progress occurred before 1989 (Table 21). From 1989 to 1991, the number of administrators declined slightly, primarily because of a decrease in the number of male administrators.

■ The number of female college administrators increased by 62.1 percent for the decade. By comparison, the increase for males was only 5.3 percent, which included a loss of nearly 3 percent between 1989 and 1991.

■ The number of administrators of color increased by 59.4 percent from 1981 to 1991, although nearly all of the progress occurred before 1989 (Figure 24). People of color represented 13.2 percent of all administrative staff in 1991, up from 10.1 percent in 1981.

■ Gains among women of color accounted for much of the increase. The number of female administrators of color more than doubled from 1981 to 1991, while the number of males increased by 32.2 percent. The number of minority male administrators actually declined by nearly 1 percent between 1989 and 1991.

■ Data show that more than 80 percent of college presidents were white men in both 1986 and 1990. However, the number of minority college presidents increased from 8.1 percent in 1986 to 9.2 percent in 1990. The percentages of African American, Hispanic, and American Indian college presidents all increased slightly during this period. However, most African American college presidents are at historically black colleges and universities, and most

Photo credit: St. Augustine's College

American Indian presidents are at tribal colleges. Asian American presidents are extremely few in number.

AFRICAN AMERICANS

Full-Time Faculty

- The number of African American faculty increased by 25.1 percent from 1981 to 1991 (Table 18). This rate of increase was only half the rate for Hispanic faculty and one-third the rate for Asian American faculty during the same period.

- From 1989 to 1991, African Americans experienced a 6 percent increase in faculty positions, the smallest percentage gain among the four major ethnic minorities.

- African American men and African American women contributed almost equally to the 10-year gain from 1981 to 1991. Women showed a slightly higher increase than men from 1989 to 1991.

- Despite these moderate gains, African Americans continue to represent less than 5 percent of all full-time faculty in higher education and now have been surpassed by Asian American faculty in their representation.

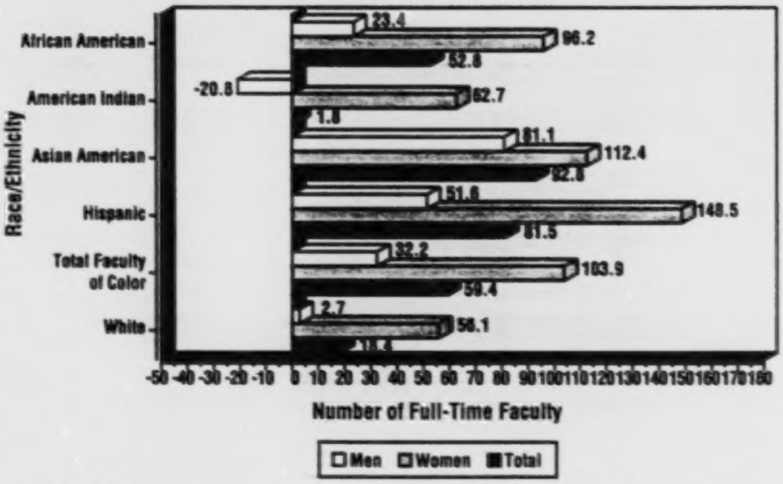
- African American faculty are concentrated most heavily at HBCUs and account for only 2.5 percent of faculty on predominantly white campuses.

- African American faculty are concentrated most heavily in law, economics, political science, education, fine arts, and occupationally specific programs.[10]

Faculty by Rank

- African Americans achieved moderate increases in most faculty categories from 1981 to 1991, but their gains generally trailed those of Hispanics and Asian Americans (Table 19).

Figure 24
Changes in Full-Time Administrators in Higher Education by Race/Ethnicity and Gender, 1981 to 1991



Source: U.S. Equal Employment Opportunity Commission. "EEO-6 Higher Education Staff Information Survey," 1981 and 1991.

- The number of African American full professors increased by 49.1 percent for the 10-year period, with women achieving a larger increase than men. From 1989 to 1991, African American women experienced a gain of 10.8 percent, compared to 4.9 percent for men.

- At other ranks, the lowest rate of gain was 8.5 percent at the instructor/lecturer level. The largest increase occurred at the "other faculty" level, where African Americans showed a gain of 51.9 percent.

- Despite these changes, African Americans represented only 2.5 percent of all full professors in 1991, a slight increase from 1981. African American women represented less than 1 percent of full professors.

- African American faculty remain concentrated in the lower faculty ranks. In 1991, less than 15 percent of all African American faculty were full professors, compared with nearly 29 percent of all white faculty (Figure 25).

Tenure

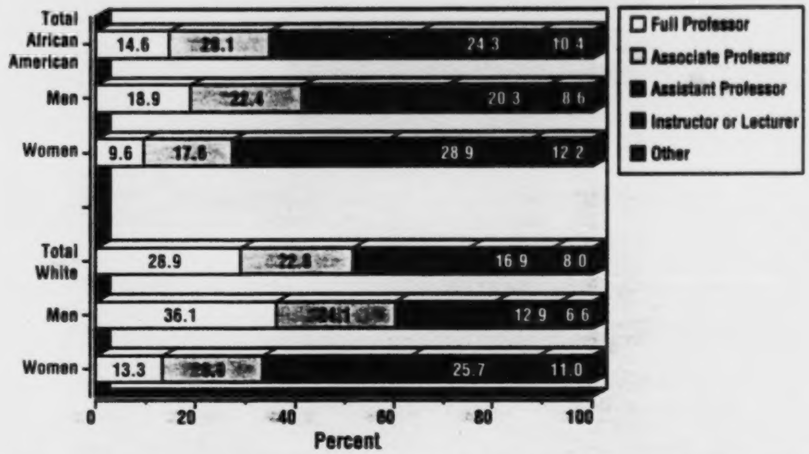
- The tenure rate of African American tenure-track faculty fell from 61 percent in 1981 to 58 percent in 1991 (Table 20).

- The rate for African American men dropped from 63 percent to 60 percent during this period, while the rate for African American women also declined, from 58 percent to 56 percent.

Administration and Management

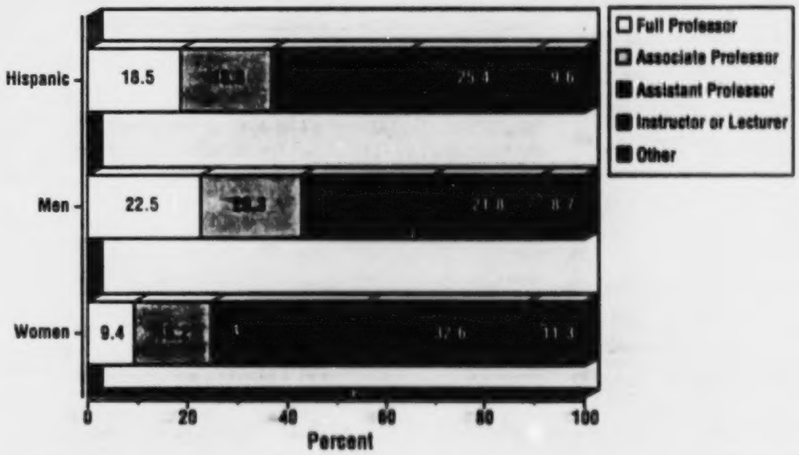
- Despite gains in the 1980s, African American administrators represented only 8.7 percent of all college and uni-

Figure 25
Distribution of Full-Time African American and White Faculty by Rank and Gender, 1991



Source: U.S. Equal Employment Opportunity Commission. "EEO-6 Higher Education Staff Information Survey," 1991.

Figure 26
Distribution of Full-Time Hispanic Faculty by Rank and Gender, 1991



Source: U.S. Equal Employment Opportunity Commission. "EEO-6 Higher Education Staff Information Survey," 1991.

versity administrators in 1991 (Table 21). The figure for 1981 was 7 percent.

■ The number of African American women serving as college administrators nearly doubled during the decade. As a result, African American women represented 11.2 percent of all female administrators on college campuses in 1991.

■ African American males showed a moderate gain of 23.4 percent in administrative and management positions for the decade. However, these males lost ground from 1989 to 1991 as their numbers decreased by 4.8 percent.

■ African Americans represented 5.5 percent of college presidents in 1990, up slightly from 4.9 percent in 1986. In 1990, they most frequently led two-year or comprehensive higher education institutions. More than half of African American college presidents headed historically black two- or four-year institutions.

HISPANICS

Full-Time Faculty

■ The number of Hispanic full-time faculty increased by 57.6 percent from 1981 to 1991, including a gain of 13.3 percent between 1989 and 1991—the largest increase of the four ethnic minority groups for this most recent period (Table 18).

■ The number of Hispanic women holding full-time faculty positions increased by more than 80 percent between 1981 and 1991, nearly double the rate of increase for Hispanic men. Hispanic women also posted a 22.4 percent increase between 1989 and 1991, nearly three times the rate of increase for Hispanic men.

■ Despite these gains, Hispanics represent only 2.2 percent of all full-time faculty in higher education. In 1981, their share of faculty positions was only 1.6 percent.

■ By field, Hispanic faculty are concentrated most heavily in foreign languages, the social sciences, the humanities, engineering, and occupationally specific programs.

Faculty by Rank

■ The number of Hispanic full professors increased by more than 70 percent from 1981 to 1991 (Table 19). Nevertheless, only 18.5 percent of all Hispanic faculty were full professors in 1991 (Figure 26).

■ Hispanic women more than doubled their representation at the full professor

Photo credit: Salish Kootenai College

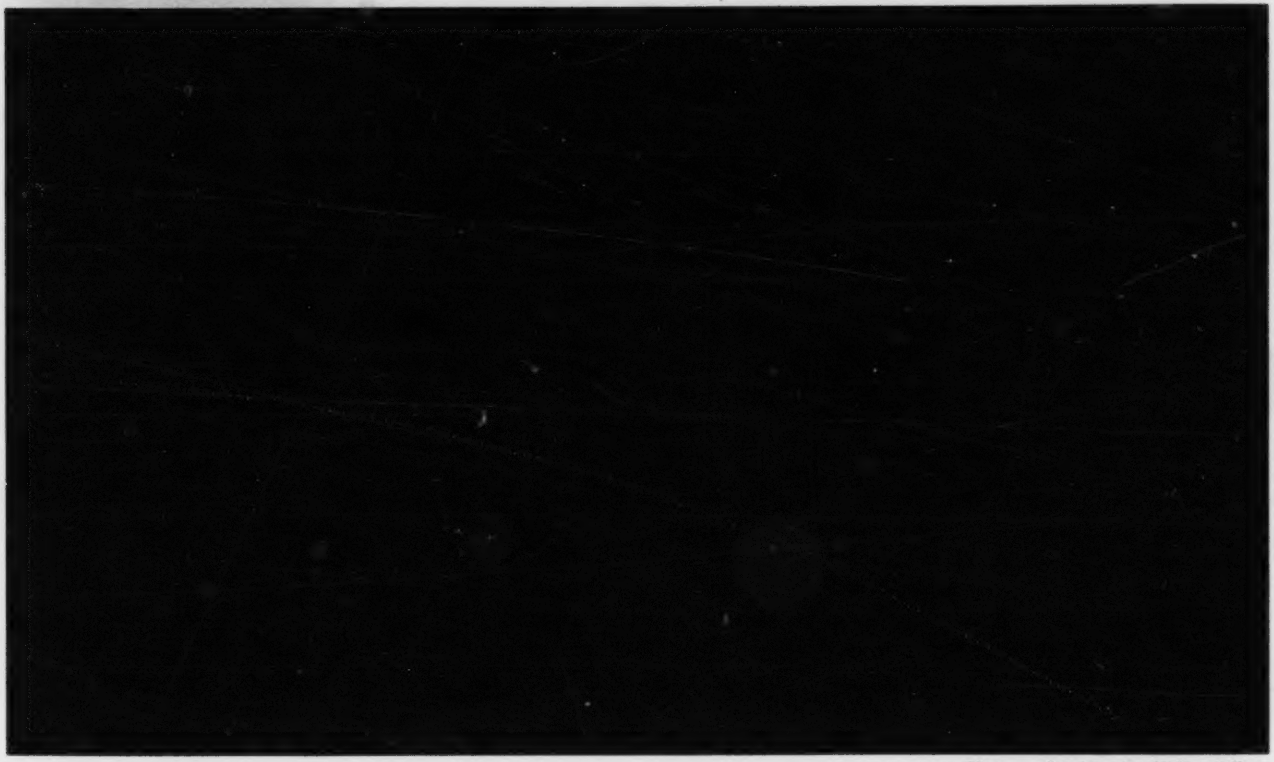


Photo credit: Moraine Valley College

level during this 10-year period, including a 10 percent gain from 1989 to 1991. The gain for Hispanic men was smaller, at 7.5 percent.

■ Hispanics also achieved a gain of more than 80 percent at the assistant professor level during the 10-year period. Women again led the way, doubling their numbers over the decade. They also posted a 29.8 percent gain from 1989 to 1991.

■ Despite impressive percentage increases, Hispanic women represented only 1.5 percent of instructors/lecturers, 1 percent of assistant professors, and less than 1 percent of full and associate professors in 1991.

Tenure

■ Tenure rates for tenure-track faculty dropped 4 percentage points from 1981 to 1991. However, Hispanics and American Indians still had the highest tenure rates among the four ethnic minority groups—61 percent in 1991 (Table 20).

■ The tenure rate for Hispanic men fell from 67 percent in 1981 to 64 percent in 1991. The tenure rate for Hispanic women dropped from 59 percent to 54 percent during this period.

Administration and Management

■ The number of Hispanic administrators on college and university campuses increased by 81.5 percent from 1981 to 1991, including an 8.5 percent gain from 1989 to 1991 (Table 21). However, Hispanics represented only 2.5 percent of all administrators in 1991.

■ Hispanic female administrators more than doubled their presence on American college campuses from 1981 to 1991. These figures include a 10.4 percent gain from 1989 to 1991. However, Hispanic women represented only 2.7 percent of all college and university administrators in 1991—an increase from 1.7 percent a decade previously.

■ Hispanic males recorded an increase of 51.6 percent among administrators from 1981 to 1991, including progress of 7.1 percent from 1989 to 1991.

- Hispanics represented 2.6 percent of college and university presidents in 1990, up slightly from 2.2 percent four years earlier. Hispanics most often served as presidents of two-year colleges.

ASIAN AMERICANS

Full-Time Faculty

- Asian Americans experienced a gain of nearly 80 percent in the number of full-time faculty from 1981 to 1991, the largest increase among the four major ethnic minority groups (Table 18). Asian Americans surpassed African Americans in representation among full-time faculty. By 1991, Asian Americans represented 5.1 percent of all full-time faculty, up from 4.7 percent in 1989 and 3.2 percent in 1981.

- However, some studies estimate that approximately 40 percent of Asian faculty are non-U.S. citizens. Only 3 percent of all Asian faculty are U.S. born or are naturalized Asian Americans.[11]

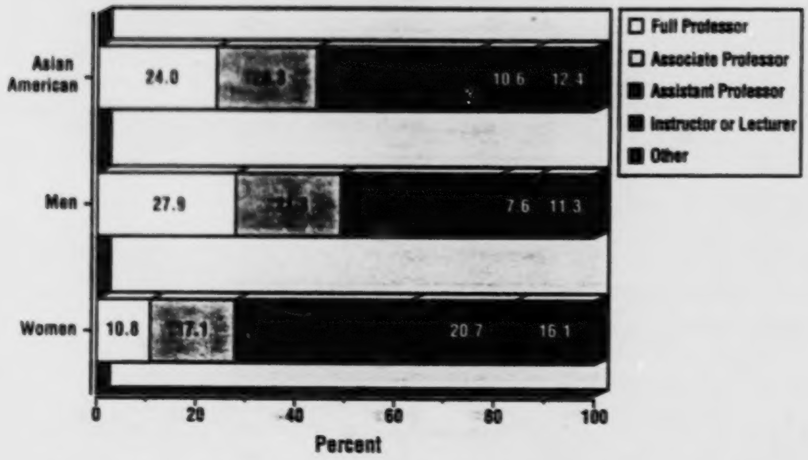
- The number of Asian American women in full-time faculty posts more than doubled during the decade, including an increase of 17.7 percent from 1989 to 1991. However, Asian American men outnumbered Asian American women by more than three to one in 1991.

- Asian American faculty were concentrated most heavily in the fields of engineering, computer science, foreign languages, and economics.

Faculty by Rank

- Asian Americans experienced moderate to large gains in most categories, including increases from 1981 to 1991 of 69.5 percent at the full professor level and 65.3 percent at the associate level (Table 19).

Figure 27
Distribution of Full-Time Asian American Faculty by Rank and Gender, 1991



Source: *U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information Survey," 1991.*

- Asian American women recorded the largest percentage gains, but their numbers remained small in all categories. For example, Asian American women more than doubled their representation among full professors from 1981 to 1991. However, only 10.8 percent of all Asian American female faculty are full professors (Figure 27), and they account for only about one of every 200 full professors nationwide.

- Asian American men experienced their largest increase at the "other faculty" level and their smallest increase in the instructor/lecturer category.

Tenure

- Asian American tenure-track faculty held tenured positions at a slightly lower rate in 1991 than in 1981—58 percent compared to 60 percent (Table 20).

- Fewer than half of Asian American women on a tenure track had tenure in 1991. The 1991 tenure rate of 49 percent for Asian American women represents a decline of 1 percentage point from 1981.

- The tenure rate for Asian American men declined by 2 percentage points, from 62 percent in 1981 to 60 percent in 1991.

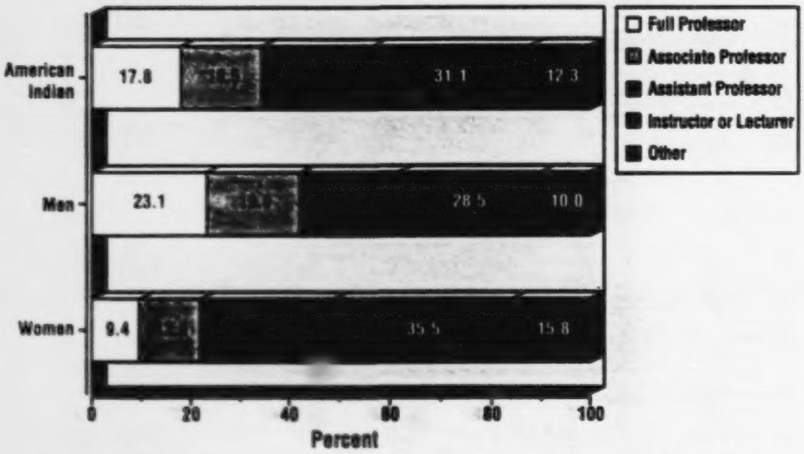
Administration and Management

- The number of Asian American administrators nearly doubled during the 1980s, including a 9.2 percent gain from 1989 to 1991 (Table 21). However, Asian Americans represented only 1.6 percent of all full-time administrators in 1991.

- More than twice as many Asian American females worked as college administrators in 1991 as in 1981. The number of Asian American males also increased by 81.1 percent during the decade. Asian American men represented 1.6 percent of all male administrators in 1991, up from less than 1 percent in 1981. Asian American women also made up 1.6 percent of female administrators in 1991, an increase from 1.2 percent a decade earlier.

- Approximately one of every 200 college presidents was an Asian American. Figures for 1994 indicate that Asian Americans head 18 two- or four-year institutions.[12]

Figure 28
Distribution of Full-Time American Indian Faculty by Rank and Gender, 1991



Source: U.S. Equal Employment Opportunity Commission. "EEO-6 Higher Education Staff Information Survey," 1991.

AMERICAN INDIANS

Full-Time Faculty

■ Fewer than one in 200 full-time faculty members was an American Indian in 1991, the same proportion as in 1981. Overall, American Indians continued to represent only 0.3 percent of all full-time faculty (Table 18).

■ The few gains achieved by American Indians since 1981 occurred only among women. The number of American Indian women who serve as full-time faculty increased by more than 80 percent, compared to a 6.1 percent decline among men. However, American Indian women accounted for only 639 of the nation's 520,000 full-time faculty in 1991.

■ The most recent data indicate that American Indian men showed some improvement from 1989 to 1991. However, American Indian women also experienced growth of nearly 25 percent during this period.

■ The few American Indians working as full-time faculty in 1991 were concentrated most heavily in the disciplines of communications and education.

Faculty by Rank

■ American Indians accounted for only one of every 500, or 0.2 percent, of full professors in higher education in 1991.

■ Only 9.4 percent of all American Indian female faculty, or 60 American Indian women held the rank of full professor in 1991 (Figure 28). However, this figure is up from only 36 in 1981 and 48 in 1989.

■ Numerical gains for American Indians varied considerably. They recorded gains in the full professor, assistant professor, instructor/lecturer, and other faculty categories but experienced a 21.8 percent decline at the associate professor level. This decrease was caused entirely by the loss of positions by American Indian women.

■ Despite this decline, American Indian women showed moderate to large increases in some categories between 1989 and 1991. This progress included gains of 42.5 percent at the assistant professor level and 26.3 percent at the instructor/lecturer level.

Tenure

■ Sixty-one percent of tenure-track American Indian faculty held tenure in 1991, down from 64 percent a decade earlier. American Indian women were responsible for the decrease.

■ The tenure rate for American Indian women dropped from 57 percent in 1981 to 49 percent in 1991. However, the rate for American Indian men increased from 66 percent to 68 percent during the period.

■ The 19 percentage point gap between the tenure rates of American Indian men and women in 1991 was by far the largest gender gap in tenure among the four ethnic minority groups.

Administration and Management

■ Fewer than one of every 200 college administrators was an American Indian in 1991, EEOC data show. American Indians experienced a net gain of only 9 additional administrative positions from 1981 to 1991.

■ American Indian women recorded an increase of 62.1 percent for the 10-year period, as their ranks increased from 134 to 218. However, the number of American Indian males serving as administrators dropped from 360 to 285 during this period, a decline of more than 20 percent.

■ Fewer than 1 percent of all college presidents are American Indian. American Indian presidents are most likely to lead two-year institutions, many of which are tribal colleges.

Special Focus: American Indian and Alaska Native Demographic and Educational Trends

Authored by Michael Pavel (Skokomish), Washington State University ■ Karen Swisher (Standing Rock Sioux), Arizona State University ■ Marlene Ward (Mandan-Hidatsa), Loveland City School District

Education is the salvation of the American Indian. With it you are the white man's equal. Without it you are his victim.[13]

Crow Elder

Introduction

Throughout history, any discussion about American Indians and Alaska Natives involves men, women, and children bonded by similar circumstances.[14] These bonds have seen these survivors through this country's most opprobrious periods. We continue the dialogue in this section of the status report with a general overview of efforts to educate American Indians and Alaska Natives in the United States because most Americans are unaware of the historical circumstances surrounding Indian education. This summary begins with the period after the first European migration to North America and then describes the period of federal government control over the American Indian and Alaska Native school system. The overview culminates with the current period, which is characterized by a self-determination movement among the many native confederacies, nations, tribes, pueblos, and villages. This report also describes tribal sovereignty and the unique political relationship among the Indian and Native nations and the U.S. government.

Having set the context for this dialogue with an overview of the historical circumstances affecting Indian and Native people, the remainder of the report concentrates on presenting demographic and educational trends over the last 10 to 20 years and includes information on demographic and social indicators; educational attainment levels; employment earnings and poverty levels; social barriers; pre-college indicators; postsecondary enrollment; degrees conferred; employment in higher education; tribal colleges and predominantly Indian institutions; and institutional efforts to enhance American Indian and Alaska Native enrollment and achievement. The final section offers conclusions and recommendations in the spirit of cultural preservation and social progress.

Overview of Indian Education

Early European migration. Several hundred years prior to the formation of the U.S. government, opportunities to provide occidental-style education for the American Indian and Alaska Native primarily were controlled by religious organizations that were advanced along with the early European migration. Whether one begins with the Jesuit school founded in 1568 in Havana, Cuba; the Henrico Proposal of 1618; the iron rule of Spanish priests in the Southwest during the 16th century; or the Christian efforts of John Eliot at Harvard,[15] the historical antecedents of this period have a common characteristic: the desire to civilize and convert. These purposes inspired a mission that was in some cases questionable and in other cases quite inappropriate.[16] Given that, the newly arrived Europeans' educational mission could be interpreted as a means to coerce the students to forget and to dispossess their cultural identity and the historical significance of their people.[17]

Federal government control. Although one can trace U.S. involvement in Indian education from the time of the nation's independence in 1776, the era of federal government control did not begin until the late 1800s; it now has lasted more than 100 years. The events of this era provide disturbing testimony that federal policies had disastrous effects upon American Indian and Alaska Native societies. Some federal policies were meant to fulfill international treaty obligations secured by sovereign American Indian and Alaska Native governments in return for relinquishing their aboriginal claims to land and accompanying natural resources.[18] Instead of cultivating a climate of survival, this era is best known for the genocidal effect it had on American Indian and Alaska Native people and their culture.

Private and mission-funded schools were still in operation, but they were given federal monies for their efforts to assimilate American Indians and Alaska Natives through the federally funded boarding school system. Carlisle Indian School, founded in 1879 by Indian captor Captain Pratt, represented the government's initial foray into educating the American Indian and Alaska Native during a time when widespread, narrow-minded debates were being conducted on whether or not the "Indian" could be

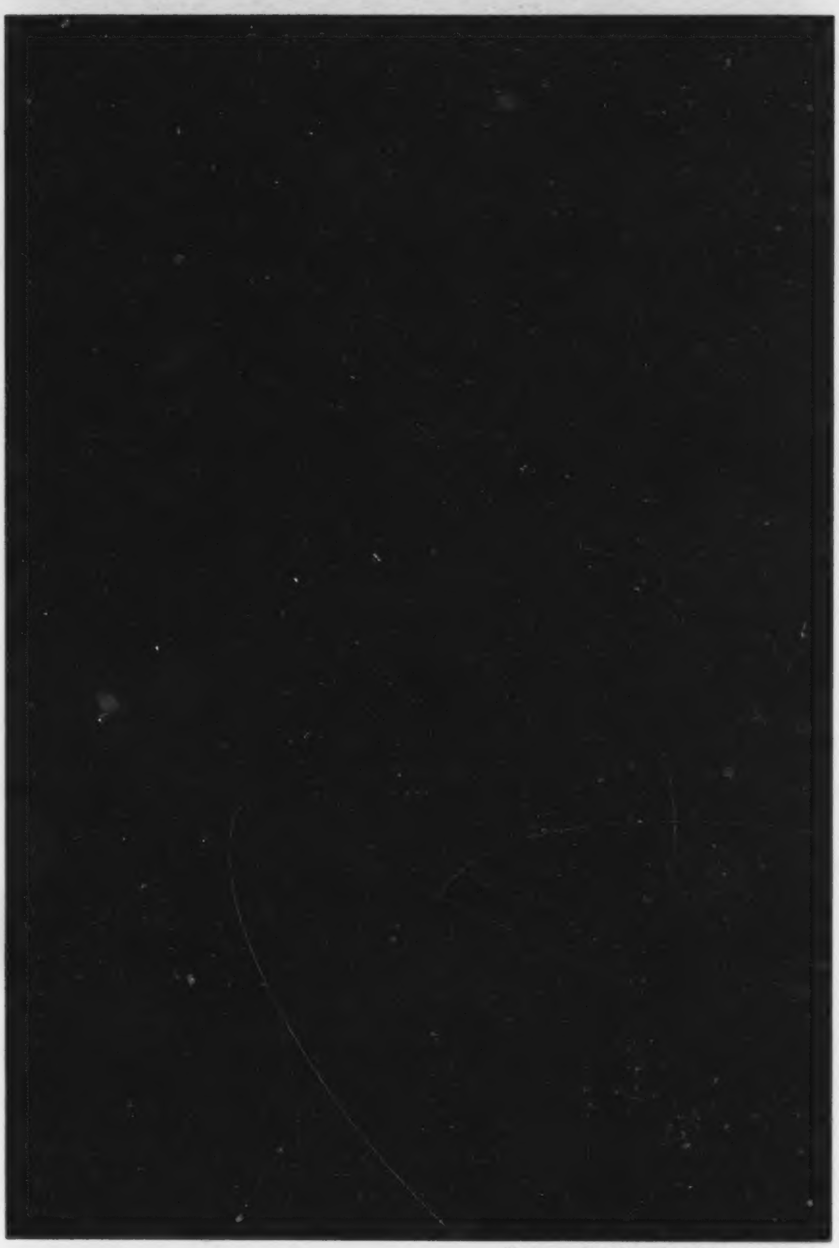


Photo credit: Moorehead State University

educated. Civilized reason prevailed, however, when it was decided that the Indian could be educated. Then, assimilation became the rationale for raising funds to develop more off-reservation boarding schools, which offered primarily non-essential industrial training.[19] Soon, on-reservation (day) schools were developed because the federal government had to save on the transportation costs of shipping children across the country and comply with parental demands to stop the enforced seizure of their children to meet off-reservation boarding school quotas.

In 1928, the now frequently cited Meriam Report described the ill effects of the schools developed for American Indians and Alaska Natives during the first 40 years of this era by stating simply "...that they are distinctly below the accepted social and educational standards of school systems...."[20] Lomawaima points out that some reforms followed. The more severe punishments, including incarceration, were discontinued in the 1930s, only to be replaced by an appalling demerit punishment system.[21]

Nearly 30 years later, the National Association for the Advancement of Colored People's 1971 report entitled, *An Even Chance*, and the Kennedy Report, *Indian Education: A National Tragedy—A National Challenge*, said that most schools serving American Indian and Alaska Native students had consistently belittled the students' cultural identity and integrity while systematically ignoring parental voices of concern and pleas for justice.[22] As the United States approached its 200th birthday, American Indian and Alaska Native high school students were experiencing a "dismal record of absenteeism, dropouts, negative self-image, low achievement, and, ultimately, academic failure."[23] The equally limited accomplishments of American Indians and Alaska Natives in the U.S. higher education system continued to trouble Indian and Native leaders, who were becoming convinced that improving the quality of education for their constituents would arise from the self-determination movement rather than the guidance of non-Indians.

Self-determination. A new era of federal Indian policy developed in the 1950s and 1960s with the growing dissatisfaction of American Indians and Alaska Natives. They were upset at not being able to enjoy equity in either access to or achievement at American colleges and universities. Oppelt and Stein indicate that the social upheaval of the 1960s created an opportunity for American Indians and Alaska Natives to self-determine the mission, scope, and influence of higher education upon their communities.[24] In 1969, American Indians created the first modern tribally controlled community college. This event ranks among the more exciting developments of 20th century American higher education. Today, 31 Indian higher learning institutions (in both the United States and Canada) have university, college, or community college status. These institutions have substantially expanded the opportunity for Indian and Native people to receive a college education.[25]

A glimpse at the events and major legislation related to education during this period attests to the tremendous efforts that have been made and that continue to be made by Indian country and the federal government. For example, the American Indian Chicago Conference in 1961 and the formation of the National Indian Education Association (NIEA) in 1969 renewed the collective voice of Indian people. The Navajo Community College Act of 1970, the Tribally Controlled Community College Assistance Act of 1978, and recent federal legislation awarding land-grant status to tribal colleges have provided much-needed financial support and recognition. The Indian Education Acts of 1972 and 1974, the Indian Self-Determination and Education Assistance Act of 1975, and the more recent signings of Public Law 101-477 by then President George Bush and of the Native American Language Act and Goals 2000 by President Bill Clinton also are recognized for making funding available for Indian education and for providing needed educational services to Indian and Native people.[26]

At the heart of the self-determination movement and federal involvement is a commitment to allow American Indians and Alaska Natives to reclaim their cultural heritage. The tribal and Indian colleges, schools, and programs that are the products of self-determination are about survival, about the renewal of community, about reclaiming the individual and the society from dependencies of all sorts, and about connecting American society to the world of American Indian and Alaska Native people. To strengthen this connection, the issue of sovereignty, the factors that influence the development of federal policies, and the need for national data that describe the widespread conditions of American Indian and Alaska Native people must be addressed.

Tribal Sovereignty

The issue of tribal sovereignty is possibly the most misunderstood aspect of Indian and Native affairs in general and of Indian education in particular.[27] After each presidential election, Indian tribes and nations have felt they needed to remind the public, the president, and the Congress about the treaty obligations and trust responsibility that must be upheld by all branches, bureaus, and departments of the federal government. The history and relationship between Natives and the federal government involve numerous treaties, the Commerce Clause of the U.S. Constitution, and statutes concerning Indian education that have become the framework for the role of the federal government in educating Indian people. Between 1794 and 1871, the Indian tribes and nations and the U.S. government entered into more than 100 treaties that included educational provisions. These treaties legally bound nations to the conditions contained therein.[28]

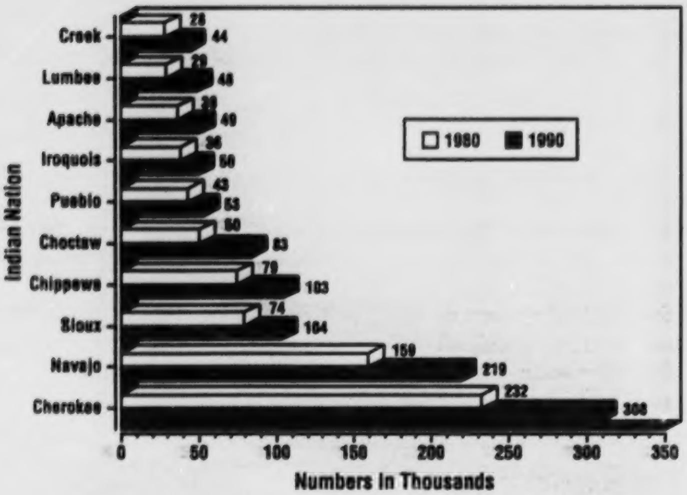
The promises of certain goods and services contained in these treaties created a trust relationship between the U.S. government and sovereign Native people. As Pevar said, "The foundation of this unique relationship is one of trust: the Indians trust the United States to fulfill the promises which were given in exchange for their land. The federal government's obligation to honor this trust relationship and to fulfill its treaty commitments is known as its trust responsibility."[29] In a statement about federal responsibility for Native education, the Indian Nations At Risk Task Force explained further that:

> Although treaty obligations are still in force, the trust responsibility and commitment to provide services depend on congressional action. This responsibility, recognized as legal and moral, is one that Congress has extended to both tribes and individuals over time, by setting aside special funding for Indians in programs for a variety of education, health, social services, economic development, and other legislation. This practice has also expanded authority for providing services for Indians from the Department of Interior to other federal agencies.[30]

A joint statement of the NIEA and the National Congress of American Indians (NCAI) was prepared for President Clinton on April 29, 1994. In a collective effort to voice concern about the condition of Indian education, these organizations requested that the Clinton administration acknowledge the federal trust responsibility for Indian and Native education from pre-school through post-secondary training. They stressed that the government-to-government relationship is between the Indian tribes and nations and the federal government, not between the tribes and nations and the Bureau of Indian Affairs (BIA) or the Department of the Interior. Their position was that the federal government, including the Congress, must share in the legal and moral responsibility for providing educational services to Indian and Native people.

Both NIEA and NCAI found that some proposed education legislation was not sufficiently sensitive to the legal status of

Figure 29
Ten Largest American Indian Nations, 1980 and 1990



***Source:** U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.*

Indian and Native nations or to the existence of the BIA-funded and tribally controlled school systems. Some of their other concerns were related to the stability of funding for Indian education, as well as to the perceived importance of language and cultural factors that have an impact on education. They concluded that the tribal governments and education institutions must turn to Congress to create legislation that adequately addresses the educational concerns of American Indian and Alaska Native people.

Many Americans do not know about the complex history and cultures of this country's indigenous peoples.[31] Although American Indians and Alaska Natives represent 1 percent of the total U.S. population, Hodgkinson, Outtz, and Obarakpor assert that they represent as much cultural diversity as the other 99 percent of the population.[32] They are able to maintain their unique cultural identity due to their sovereign political status. Unless concerted efforts are made to learn more about American Indians and Alaska Natives, beyond the cursory attention presented in most K–12 social studies classes and in college courses and national studies, the average American will likely never understand fully what it was and is like to survive as an Indian in American society.

DEMOGRAPHIC AND SOCIAL INDICATORS

Growth, Size, and Geographic and Tribal Distribution

From 1970 to 1980, the American Indian and Alaska Native population increased by 72 percent, from approximately 827,000 to 1.42 million. Between 1980 and 1990, this population grew by 38 percent, to about 1.96 million. Within the 20-year period from 1970 to 1990, the number of Americans who identified themselves as American Indians and Alaska Natives on the U.S. Census more than doubled.

Although a variety of explanations have been offered, little empirical data have been collected to account for this increase. The Census Bureau's survey methods have improved over the past several decades. The bureau now employs better advertising campaigns to increase American Indian and Alaska Native participation in the census. In addition, American society may be undergoing a shift in cultural awareness in which people want to be counted as American Indian and Alaska Native on census surveys and for college entrance or jobs. Little prodding to claim one's tribal identity may also be required when the tribe experiences an economic windfall due to court settlements or business ventures.

In 1990, the 10 states with the largest proportion of American Indians and Alaska Natives were Alaska (15.6 percent), New Mexico (8.9 percent), Oklahoma (8.0 percent), South Dakota (7.3 percent), Montana (6.0 percent), Arizona (5.6 percent), North Dakota (4.1 percent), Wyoming (2.1 percent), Washington (1.7 percent), and Nevada (1.6 percent) (Table 22). Thirty-five states have tribal or trust lands. American Indians and Alaska Natives were the minority of the total population living in these lands in 12 states (California, Colorado, Idaho, Michigan, Minnesota, Nebraska, New York, Oklahoma, Utah, Washington, Wisconsin, and Wyoming).

There currently are about 510 American Indian tribes throughout the United States and 200 village groups in Alaska. From 1980 to 1990, the number of Indian nations with more than 100,000 people increased from two to four; those with populations between 44,000 and 100,000 increased from three to six; and the number that had populations between 10,000 and 21,000 rose from six to 13. Figure 29 illustrates the population growth for the 10 largest American Indian nations from 1980 to 1990. The population increases over the decade among these 10 nations ranged from 23 percent for the Pueblo to a high of 66 percent for the Choctaw and Lumbee.

Figure 30 illustrates the population growth over the decade for the 10 states that had at least 39,000 American Indians/Alaska Natives in 1980. The percentage increases ranged from a low of 13 percent in South Dakota to highs of 62 percent in New York and 69 percent in Texas. The remaining seven states experienced increases of between 22 percent and 43 percent. The total number of Alaska Natives in Alaska grew by 34 percent between 1980 to 1990, from 64,103 to 85,698 (Figure 31). American Indians in Alaska experienced the largest increase (44 percent), followed closely by Eskimos (31 percent) and Aleuts (20 percent).

Age Distribution

Data collected over the past several decades suggest that the American Indian and Alaska Native populations are increasingly youthful. An analysis of census data shows that approximately 40 percent of American Indians and Alaska Natives are under 20 years of age, compared to 28 percent of the total population. In addition to high fertility rates, another reason for the youth of the populace is that 37 percent of American Indians and Alaska Natives die before the age of 45. The national norm is 12 percent. Nevertheless, population estimates suggest that there will be 4.6 million American Indians and Alaska Natives by the year 2050.[33]

The median age of American Indians and Alaska Natives declined from 26 years in 1980 to 23 years in 1990—seven years less than the median age of the total population. Figure 32 shows that in 1980, 57 percent of American Indians and Alaska Natives were under 30 years of age. By 1990, this figure increased to 63 percent. Forty-five percent of the total U.S. population was at least 30 years of age in 1980, compared with 50 percent in 1990.

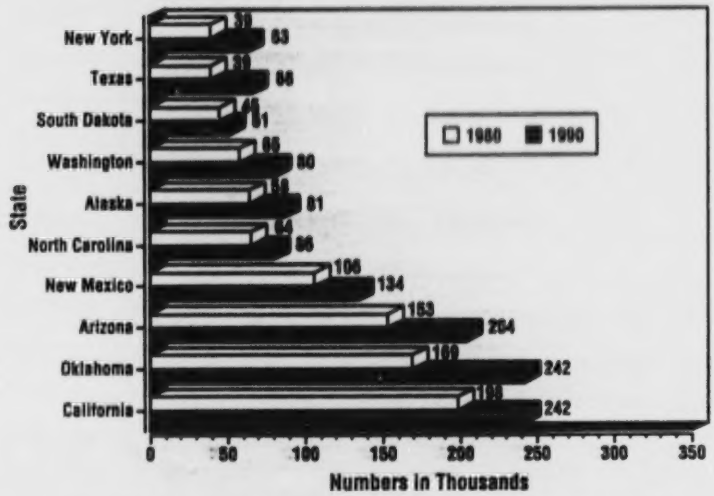
Educational Attainment Levels

American Indians and Alaska Natives have much lower rates of educational attainment than the general population (Figure 33). From 1980 to 1990, the percentage of American Indian and Alaska Natives 25 years and older who were high school graduates or above increased by 9 percentage points, from 56 percent to 65 percent. This compares with an increase from 67 percent to 75 percent for the total U.S. population 25 years of age and older.

The disparity in educational attainment at the collegiate level between American Indians and Alaska Natives and the entire U.S. population is even more apparent. From 1980 to 1990, the percentage of American Indians and Alaska Natives 25 years of age and older who attained a bachelor's or higher degree increased by only 1 percentage point, from 8 percent to 9 percent. By comparison, the figure for the general population grew by 4 percentage points, from 16 percent in 1980 to 20 percent in

Figure 30

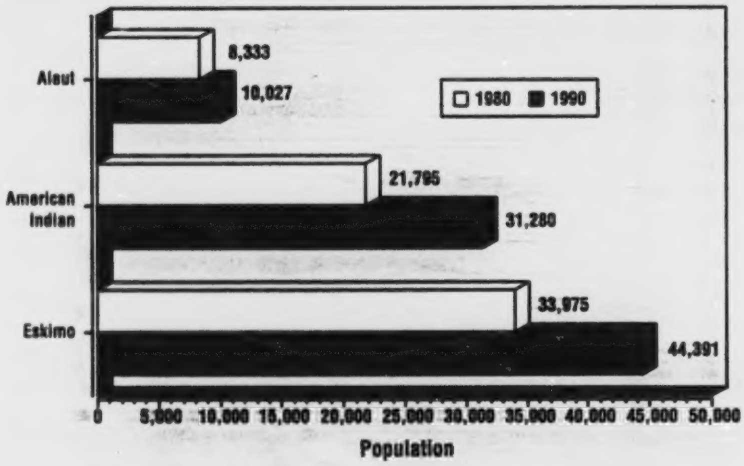
Ten States with the Largest American Indian/Alaska Native Populations, 1980 and 1990



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. *Washington, DC: U.S. Government Printing Office, 1983 and 1993.*

Figure 31

Alaska Native Population in Alaska, 1980 and 1990



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. *Washington, DC: U.S. Government Printing Office, 1983 and 1993.*

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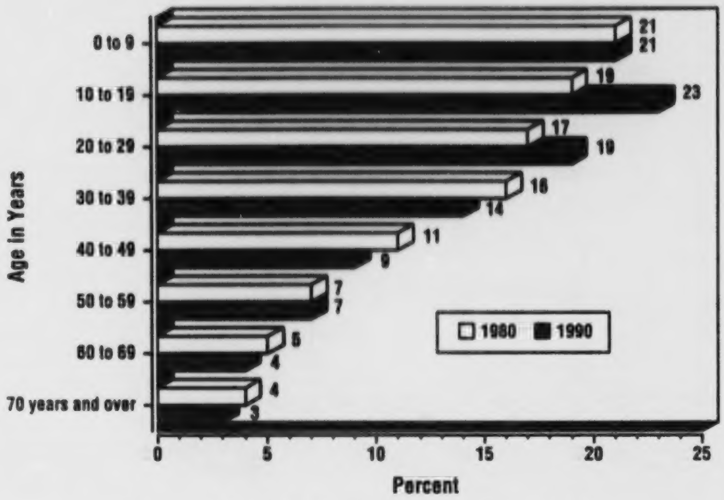
Figure 32

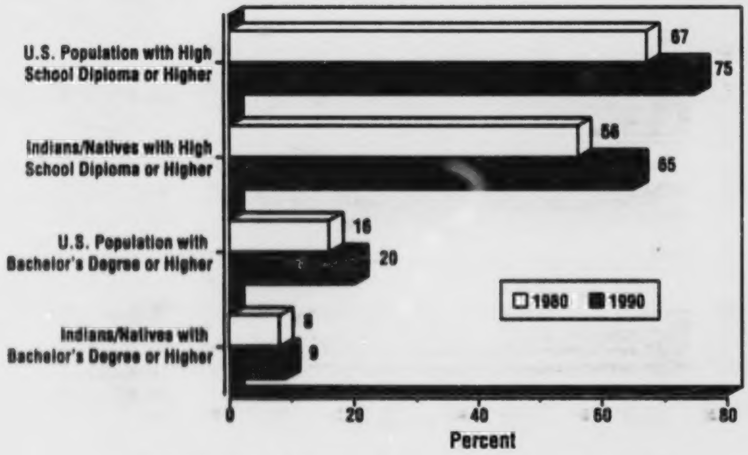
Percent Distribution of American Indians/Alaska Natives by Age, 1980 and 1990



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.

Figure 33

Educational Attainmenet for American Indians/Alaska Natives and the Total U.S. Population, 25 Years of Age and Older, 1980 and 1990



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.

1990. Consequently, American Indian and Alaska Native men and women in 1990 were less than half as likely as most Americans over the past 20 years to attain a four-year degree.

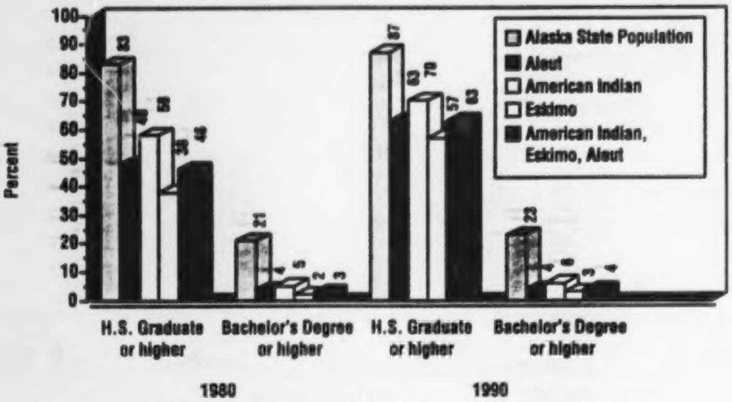
Alaska Natives in Alaska lag far behind the general state population in completing formal schooling (Figure 34). Overall, only 46 percent of the American Indians, Eskimos, and Aleuts in that state were high school graduates or above in 1980. This figure increased by 17 percentage points by 1990. Although the general Alaskan population experienced only a modest 4 percentage point increase in the number of high school graduates, its overall high school completion rate of 87 percent in 1990 was 24 points higher than for the Alaska Native population. While the rate of change in bachelor's degree attainment was greater for Alaska Natives than for the general state population, the proportion of Alaska Natives with such degrees increased by only 1 percentage point, from 3 percent in 1980 to 4 percent in 1990. By comparison, bachelor's degree attainment by the overall state population rose from 21 percent in 1980 to 23 percent in 1990.

The high school completion rates for American Indians and Alaska Natives ages 25 and older living on reservations increased by 11 percentage points, from 43 percent in 1980 to 54 percent in 1990 (Figure 35). Nonetheless, the rate was lower than that of the overall American Indian and Alaska Native population. Within selected tribal communities, the rate increased by 21 percent on Hopi reservations in Arizona; 17 percent on Zuni Pueblo reservations in Arizona and New Mexico; and 16 percent among the Blackfeet in Montana. Among the remaining seven reservations, all but one tribal community experienced growth between 7 percent and 14 percent, so that 1990 high school completion rates approached or exceeded 50 percent. From 1980 to 1990, the Gila River reservation experienced a slight decline in attainment at this level, which gave that tribal community the lowest high school completion rate among those reservations reported here (37 percent).

Employment, Earnings, and Poverty

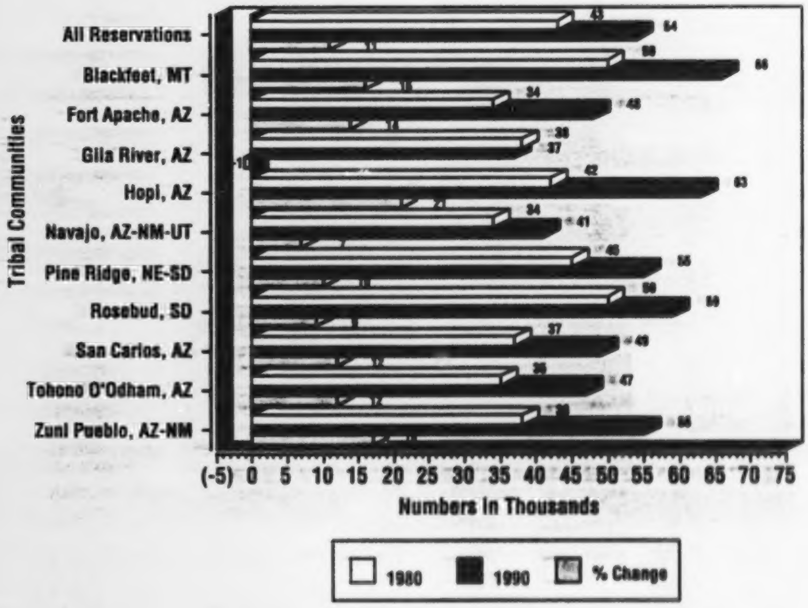
Labor force participation by gender. Between 1980 and 1990, the number of American Indians and Alaska Natives ages 16 and older in the labor force increased by 41 percent, from 986,000 in 1980 to 1.4 million in 1990. Labor force participation rates were quite similar to those of the general population. As shown in Figure 36, in both 1980 and 1990, a slightly smaller percentage

Figure 34
Educational Attainment of State Population and Alaska Natives in Alaska, 1980 and 1990



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.

Figure 35
High School Completion Rates for Selected Tribal Communities



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.

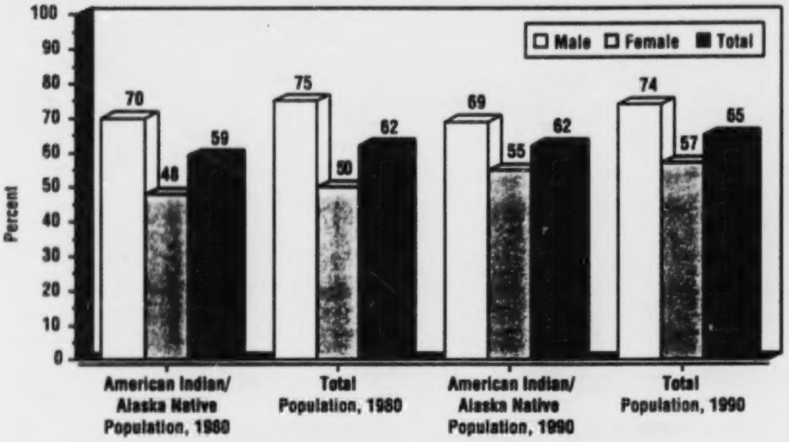
of American Indians and Alaska Natives were in the labor force compared to the total population, and American Indian and Alaska Native women were less likely to be in the work force than their male counterparts. However, women experienced a 7 percent increase in labor force participation rates from 1980 to 1990, and men experienced a decrease of 1 percent.

Income levels. Data indicate that between 1980 and 1990, disparities in the median family incomes of American Indians and Alaska Natives and the general U.S. population grew (Table 23). The 1990 median income of $21,750 for American Indian and Alaska Native families represented a 59 percent increase over the 1980 figure of $13,680 but lagged considerably behind the 79 percent gain and 1990 median income of $35,225 for all families. American Indian and Alaska Native married families made better progress than female-headed families. Nonetheless, the incomes of all types of American Indian and Alaska Native families remained far below average.

Poverty rates. The number of American Indians and Alaska Natives living in poverty increased by more than 200,000 during the 1980s, from 400,000 in 1979 to 603,000 in 1989. As shown in Figure 37, American Indian and Alaska Native individuals in 1979 were 2.3 times more likely than the general population to be living below the poverty line; 10 years later, that figure had increased to 2.4.

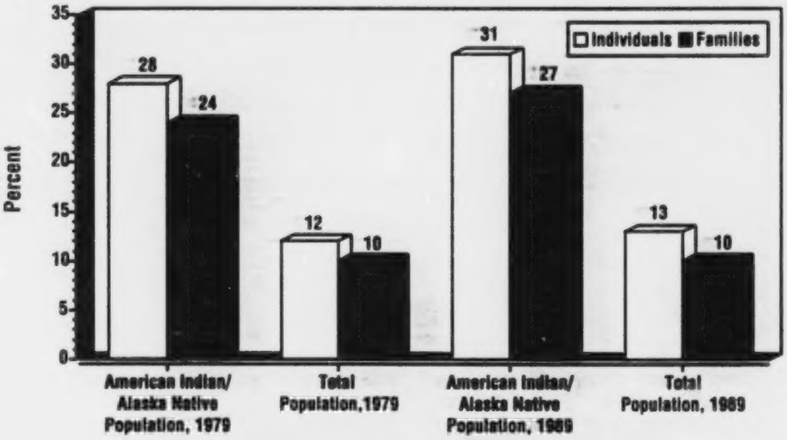
The standard of living for many American Indians and Alaska Natives living on tribal/trust land can only be described as impoverished. Figure 38 shows that the poverty rate for American Indians on all reservations was 45 percent in 1979; the rate increased to 51 percent by 1989. Of the tribal communities shown, the only one to experience a decline in its poverty rate was the Hopi reservation in Arizona, which had a 4 percentage point drop, to 49 percent, by 1989. Most reservations experienced poverty rate increases of between 4 percent and 11 percent. On all but one major reservation, the majority of the population lived in poverty in 1989. The highest rates of poverty that year were found on the Pine Ridge reservations in Nebraska and South Dakota (67 percent), the Tohono O'Odham in Arizona (66 percent), the San Carlos in Arizona (63 percent), the Gila River in Arizona (64 percent), and the Rosebud in South Dakota (60 percent).

Figure 36
Labor Force Participation Rates for American Indians/Alaska Natives and Total Population by Gender, 1980 and 1990



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.

Figure 37
Individual and Family Poverty Rates for Total Population and American Indians/Alaska Natives, 1979 and 1989



Source: U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.

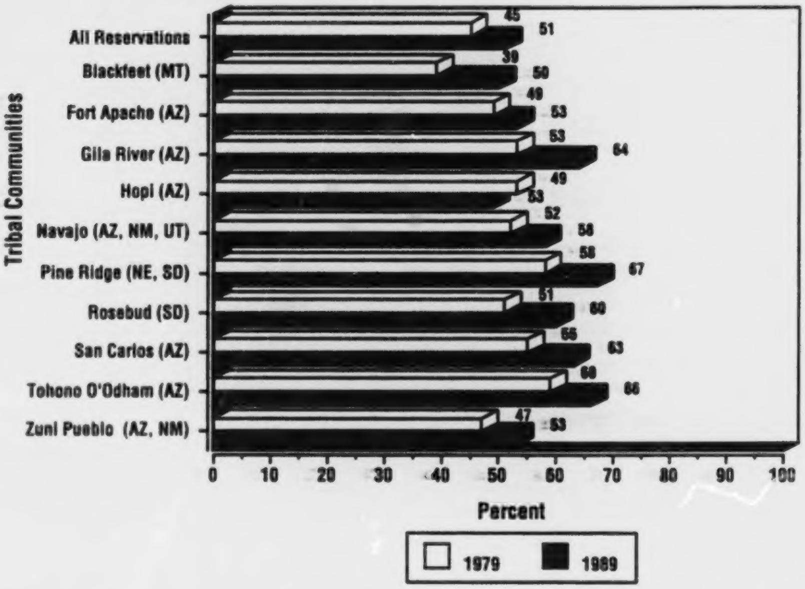
Summary of Social Barriers

American Indian and Alaska Native students are likely to enter formal schooling from homes and communities where the poverty rate is more than twice the national average and unemployment is the highest in the United States. Adding to these hardships is the fact that American Indian and Alaska Native school-age children grow up in an environment where the suicide rate is more than twice that of other racial/ethnic minority groups and the death rate from alcohol-related causes is five times that of the total U.S. population.[34] Other social barriers include single-parent households, cultural suppression, and racism. Although a majority of the 442,000 American Indian and Alaska Native families counted in the 1990 Census were married-family households (64 percent), this proportion is considerably less than the figure for the general population (79 percent). More disturbingly, the number of single-parent households headed by females and the average size of the Indian family are increasing. Following a national trend from 1980, the number of American Indian and Alaska Native families headed by females increased to 27 percent by 1990. This compared with 17 percent for the total population.

Cultural differences often pose additional social barriers for American Indian and Alaska Native youth, given that educational difficulties and risk factors associated with language development are well documented.[35] For example, American Indian and Alaska Native people speak more than 250 native languages. Many students, particularly those living on or near reservations or trust lands, speak only their native language prior to attending school or possess limited English proficiency when they begin school. It is not an educational barrier for these children to embrace their traditional culture.[36] Indeed, testimony associated with the Indian Nations At Risk Task Force affirms the critical value for Indian children of American Indian and Alaska Native languages and cultures in classrooms.[37] Nonetheless, cultural differences at school often become problematic when Indian teachers are in short supply and when non-Indian teachers are inadequately trained to maximize the value of Indian language and culture in the classroom.[38]

American Indian and Alaska Native culture has not been widely promoted or maintained in non-Indian public or private schools. The Indian Nations at Risk report asserted: "Our schools have discouraged the use of Native languages in the classroom, thereby contributing to a weakening of the Natives' resolve to

Figure 38
Poverty Rates for American Indians on All Reservations Compared to Selected Tribal Communities, 1979 and 1989



Source: *U.S. Department of Commerce, Bureau of the Census. We, the First Americans. Washington, DC: U.S. Government Printing Office, 1983 and 1993.*

retain and continue the development of their original languages and cultures."[39] In many American Indian and Alaska Native communities, the destruction of Native culture has meant that the people are no longer inclined to seek the wisdom of older generations or the ways of their ancestral culture that may have direct implications for addressing contemporary social problems. According to the Indian Nations At Risk Task Force, "Native children must overcome a number of barriers, if schools are to succeed in their mission to educate," and this can be encouraged if schools are willing to provide expanded "opportunities to enrich their language and developmental skills" during the formative years.[40]

For American Indians, like other people of color, racism and discrimination can be damaging on both the personal and institutional levels. In the pre-college environment, American Indians and Alaska Natives frequently are categorized and treated as remedial students and therefore suffer from negative expectations. In urban settings where a critical mass of Indian students does not exist, these students often are the objects of taunting and racial slurs and are punished for defending themselves.[41] A study of campus racism in a Northern Plains college found that Indian students frequently leave campus with a feeling of not belonging as a consequence of perceived racism.[42] The author concluded that combined with other factors (e.g., low self-esteem, poor self-identity, financial difficulties), a hostile campus climate tends to reinforce the student's belief that the decision to go to college was a poor one and that the only real alternative is to return home. The implications are obvious and should be considered seriously by the higher education community when examining the attrition rate among Indian and Alaska Native students.

PRE-COLLEGE INDICATORS

Elementary and Secondary Enrollment

Approximately 45 percent of all American Indian and Alaska Native elementary and secondary students attend schools where they constitute one-quarter or more of the enrollment. As has been routinely reported, Pavel, Curtin, Christenson, Thorn, and Rudes found that of 445,425 American Indian and Alaska Native students enrolled in elementary and secondary schools in the 1990–91 academic year, 8 percent (35,339 students) attended 149 BIA/tribal schools where nearly all students were American Indian or Alaska Native.[43] More revealing is that approximately 37 percent (165,161 students) attended more than 1,200 public schools where Indian/Native student enrollment constituted one-quarter or more of the total school population. In many of these public schools, especially in areas near tribal communities, the American Indian and Alaska Native students constituted the majority. Approximately 57 percent (254,925 students) attended 78,625 public schools with less than 25 percent Indian/Native student enrollment; in many of these schools, American Indians and Alaska Natives accounted for a small fraction of the total school enrollment. These findings indicate that nearly half of American Indian and Alaska Native children attend schools where they constitute a critical mass, which suggests the need for appropriately trained teachers and administrators to address their requirements.

Elementary and secondary American Indian and Alaska Native enrollment increased by 16 percent, from 385,540 students in 1983 to 448,438 in 1993. Both reservation and non-reservation American Indians and Alaska Natives, as a group, are much younger than the general population. Of the total American Indian and Alaska Native population three years of age and older, 31 percent of those on reservations in 1990 were enrolled in school, compared with 25 percent of those not on reservations.

Photo credit: Erik Borg, Middlebury College

Dropout Rates and Academic Performance in K–12

The progress American Indians and Alaska Natives have made in terms of reducing the dropout rate is remarkable in many respects.[44] In 1969, the Kennedy Report found that the dropout rates for American Indian and Alaska Native students in both public and BIA schools were more than twice the national average, at approximately 60 percent, with some schools approaching 100 percent.[45] A 1983 review of various studies indicated that American Indian and Alaska Native dropout rates ranged from 14 percent to 60 percent.[46] The Center for Indian Education at Arizona State University (ASU) also conducted an extensive review of American Indian and Alaska Native dropout studies.[47] It examined both national and state data for the 1988–90 period and found the following: (1) for six states reporting American Indian and Alaska Native dropout statistics for grades 7–12 (Alaska, Colorado, Minnesota, South Dakota, Texas, and Utah), the rate ranged from 2 percent to 17 percent; (2) for 11 states using dropout statistics for grades 9–12 (Arizona, Florida, Illinois, Kansas, New Mexico, North Carolina, Oklahoma, Oregon, South Dakota, Washington, and Wisconsin), the dropout rate ranged from 5 percent to 14 percent; and (3) for two states using dropout statistics for grades 10–12 (California and Colorado), it averaged between 14 percent and 21 percent.

In 1989, the nationwide dropout rate for American Indians and Alaska Natives was reported to be 36 percent. A national longitudinal study in 1992 reported a 26 percent dropout rate. The BIA's Annual Education Report revealed that dropout rates on reservations were as high as 50 percent or as low as 10 percent.[48] The Center for Indian Education at ASU found that only five BIA/tribally controlled high schools (out of the 25 that provided data) had dropout rates of more than 36 percent and that "if the dropout rate at these five schools were reduced by at least half, the estimated BIA dropout rate would probably be approximately 15 percent."[49]

Dropout studies that do not factor in transfers must be interpreted with caution. For example, the BIA's annual education reports, NACIE annual reports, and ASU's Center for Indian Education reports indicate that many students who actually transferred to other schools were inaccurately portrayed as dropouts.[50] BIA conducted a cohort study of graduation and dropout rates in 11 of its high schools (grades 9–12) from 1988 to 1992. With a beginning enrollment of 406 ninth graders in 1988, and factoring in transfers, only 14 percent were verified as being dropouts in 1992.[51]

Although progress has been made in keeping American Indian and Alaska Native children in school, the academic performance and educational expectation indicators for American Indians and Alaska Natives still are dispiriting. In 1988, a national longitudinal study revealed that more than 40 percent of American Indian and Alaska Native eighth graders scored in the lowest quartile on tests of history, math, reading, and science.[52] A larger proportion of American Indians and Alaska Natives performed below basic levels in mathematics (31 percent) and reading (29 percent) than the general population (19 percent and 14 percent, respectively). Additionally, American Indians and Alaska Natives had the lowest percentage of students in advanced levels of math (5 percent) and reading (15 percent) of all the general population groups.

Additional causes for alarm also exist. Approximately 11 percent of American Indian and Alaska Native eighth graders in the study missed five or more days of school during a four-week period, a rate higher than for all other groups. Four years later, in 1992, approximately 11 percent of the American Indian and Alaska Native eighth grade population had dropped out of school, compared with 6 percent of the general population.[53]

At-Risk Factors

Certain factors are more likely to put students at risk of dropping out of school and to lessen their chances for postsecondary opportunities. Traditional characteristics of at-risk students include poor basic skills in reading and math, single-parent families, low family income, limited English proficiency, low levels of parental involvement, sibling dropout, and being home alone for more than three hours on school days.[54] Thirty-four percent of American Indian and Alaska Native students are characterized by two or more at-risk factors, as most live in single-parent and low-income households.

Complicating matters are schools that do not have the resources to provide adequate academic programs. NCES reported that in 1993, 10 percent of the nearly one-half million American Indian and Alaska Native students received special education services; the rest received inadequate services or no services at all.[55] The General Accounting Office (GAO) in 1990 estimated that nearly 12,800 Indian/Native children had some type of learning disability.[56] Of those children, nearly 3,000 lived on reservations or trust lands. Only 838 of those children were served adequately, and the remaining youths received no or inadequate services.

Another glaring deficiency in information on the educational progress of American Indians and Alaska Natives is in the area of gifted and talented education. A 1986 Department of Education survey found that less than 1 percent of the total gifted and talented student population of 114,981 were American Indian or Alaska Native.[57]

Approximately 310,000 of the nearly one-half million American Indian and Alaska Native students attend schools in rural or small towns, and approximately 231,000 of these students attend schools with fewer than 500 students.[58] Freitas suggests that rural location and small size can pose special hardships for schools because of isolation, declining economies, reduced community value of education, a lack of resources to attract and keep teachers, and an absence of formal in-service training for teachers.[59] Long commutes to school often prohibit students from participating in already limited extracurricular activities when those activities are held after the school bus leaves or on weekends. Geographic service areas cause many school budgets to be disproportionately allocated for transportation needs. Federal and state programs to aid the disadvantaged often favor large urban school districts. Research dollars tend to focus upon urban students, while the plight of Indians and Natives in rural areas is neither mentioned nor analyzed.[60]

High School Graduation and College Entrance Test Scores

The need to address social and school-related at-risk factors is reinforced by the necessity to improve high school graduation rates and opportunities for college choice. The political, spiritual, cultural, economic, and intellectual benefits of traditional and contemporary formal education systems serve as constant reminders to Indian and Native people that a learned society is akin to survival. Without being able to master the skills, abilities, and disposition necessary to graduate from high school, American Indian and Alaska Native students narrow their opportunities to pursue a formal course of higher learning at America's four-year colleges and universities.

Census data collected in 1980 and 1990 suggest that high school completion rates increased for American Indian and Alaska Native students, thereby increasing the number of students who may be able to apply to college. A comparison of 1980 and 1990 graduation rates for American Indian and Alaska Native high school seniors shows a 20 percentage point gain, from 56 percent to 76 percent. By comparison, 86 percent of all seniors completed high school in 1990. Census data also show that 74 percent of all 19-year-old American Indians and Alaska Natives were high school graduates, compared with 86 percent of all 19-year-olds. The graduation rates of Indian/Native males and females differed very little.

Recent college entrance test scores indicate that, as a group, American Indian and Alaska Native seniors scored below the national average on both the American College Testing program exam (ACT) and the Scholastic Aptitude Test (SAT).[61] The 1994 composite ACT score for American Indians and Alaska Natives was 18.5, compared with the national average of 20.8. Additionally, the 1994 mean SAT score for American Indian and Alaska Native test takers was 396 on the verbal section and 441 on the mathematical section. These scores are below the national means of 423 (verbal) and 479 (mathematical).

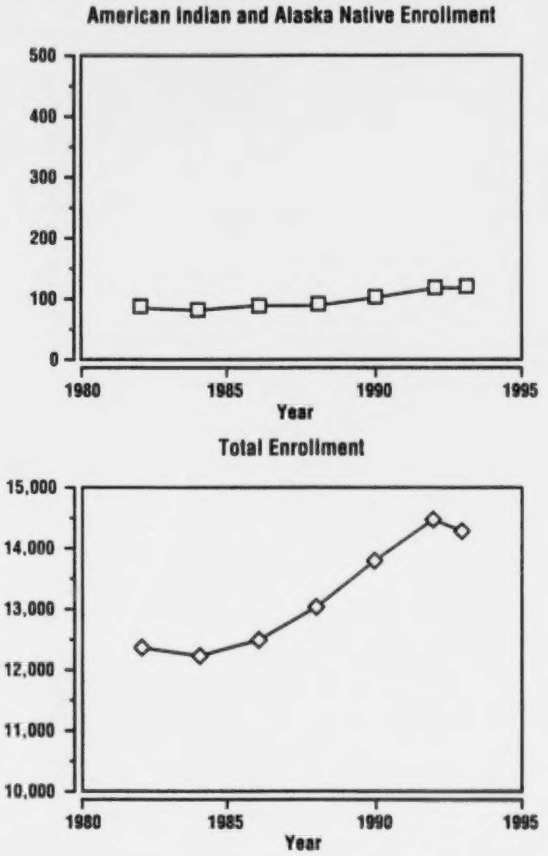
The number of American Indian and Alaska Native students who take college entrance tests has fluctuated over the last several years. Given that college entrance test scores for American Indians and Alaska Natives are lower than the national means, few of these students are likely to be admitted to the more competitive four-year public and private universities.

Elementary and Secondary Teacher Education

The Indian Nations At Risk Task Force recognized that elementary and secondary teachers and school administrators are responsible for improving the quality of education for Native students as a necessary condition for increasing postsecondary enrollment and achievement rates. The environment they create has important implications for student achievement and successful completion of school. The task force stated that "teachers from the Native communities in which they serve communicate more effectively, often in subtle ways, with Native students than non-Native teachers new to the communities."[62] Evidence demonstrating a shortage of Indian and Alaska Native teachers in elementary and secondary schools was provided by hundreds of individuals who gave testimony in regional hearings and at national conventions, through invited papers, and to task force representatives who conducted 33 site visits.

Recent statistics affirm the shortage. Of the 104,715 newly qualified teachers (NQTs) in 1991, 0.7 percent were American Indian/Alaska Native.[63] Table 24 presents a breakdown of NQTs and recipients of other bachelor's degrees in 1991 by race/ethnicity. In 1992, BIA/tribal schools reported that only 28 percent of their full-time teachers were American Indian/Alaska Native; the percentage was 36 percent in elementary schools, while at secondary schools it was only 22 percent.[64]

Figure 39
Overall American Indian and Alaska Native Enrollment, 1982 to 1993
(Numbers in Thousands)


American Indian and Alaska Native Enrollment

Total Enrollment

Source: *National Center for Education Statistics, U.S. Department of Education.* Trends in Enrollment in Higher Education by Racial/Ethnic Category: Fall 1982 through Fall 1992 and Enrollment in Higher Education: Fall 1984 through Fall 1993. *Washington, DC: U.S. Department of Education, 1994 and 1995.*

Higher Education

Available national data inadequately describe the condition of Indian education at the college level because much of what is known about American Indian and Alaska Native enrollment and graduation indicators may be misleading due to abuses in the college admission process.[65] The paucity of information about this issue is quite revealing. Students with small amounts of Indian/Native heritage often seem to be coaxed into identifying themselves as American Indians or Alaska Natives by high school counselors, college recruiters, or parents in the hope of enhancing the students' opportunities to gain college admission or to receive financial aid.[66] This phenomenon is encouraged by the lack of institutional admission policies that recognize that American Indian and Alaska Native communities determine who is an "enrolled member," just as states determine who is a legal resident and as countries decide who can claim legal citizenship. In nearly all cases, the claim and transfer of tribal membership, state residency, or national citizenship cannot occur on a whim.

Pavel and Dey's analysis of longitudinal data collected from first-time college freshmen by the University of California, Los Angeles' Higher Education Research Institute found that more than half of the respondents who identified themselves as American Indians and Alaska Natives during their freshman year switched their ethnic/racial identity to white, non-Hispanic, four years later.[67] Significant differences existed in the pre-college preparation and college achievement of "maintainers" and "switchers." Those who maintained their Indian and Native identity had higher high school grade point averages and were much more likely to receive a degree than those who "switched" their racial/ethnic identity from Indian to white. These findings tend to support the position that current methods of measuring participation and outcome using self-identification methods may overestimate the numbers that enter college and may underestimate the numbers that successfully earn college degree(s). Consequently, current data should be interpreted with some degree of caution.

This section examines trends in college enrollment for American Indians and Alaska Natives in two- and four-year institutions and by graduate and first-professional degree program status. The following section focuses on degrees conferred. Attention is given to recent enrollment data, the types of institutions students attended, the level of higher education they were pursuing, and whether any noticeable differences existed between men and women. This section also provides student financial aid and retention data to better describe the factors influencing American Indian and Alaska Native students' decisions to pursue a postsecondary degree, their choices of colleges, and their potential for success at today's colleges and universities.

College Enrollment

Although the proportional enrollment of American Indians and Alaska Natives in college remained at about 0.8 percent during the 1980s and early 1990s, their overall enrollment experienced steady growth over the period (Figure 39). In 1982, there were approximately 88,000 Indian students; by 1993, the number had increased by 38 percent, to 121,681 students. On closer examination, recruiting efforts made in the 1980s seem to have set the stage for increases in enrollment during the early 1990s. While moderate growth took place during the early and mid-1980s, the greatest overall increase of 11 percent was recorded from 1988 to 1990.

From 1990 to 1992, American Indian and Alaska Native college enrollment increased by 16 percent, with similar increases occurring for both men (16 percent) and women (15 percent). Enrollment at public colleges increased by 14 percent; at independent colleges, by 33 percent; at four-year institutions, by 15 percent; and at two-year institutions, by 16 percent. Undergraduate and graduate enrollments both experienced 17 percent gains, but first-time professional enrollment experienced no discernible increase. From 1992 to 1993, the overall enrollment of men and women increased by about 2 percent, with many of the gains taking place at public colleges (2.9 percent) and at four-year institutions (6.6 percent). Decreases in Indian/Native enrollment took place at independent colleges (-4 percent) and at two-year colleges (-2 percent).

Of the nearly 122,000 American Indian and Alaska Native college students in 1993, 58 percent (71,000) were women, and 42 percent (51,000) were men. Approximately 87 percent (106,000) attended public colleges and universities. However, unlike most other racial/ethnic groups, the majority of American Indians and Alaska Natives (63,000) were enrolled at two-year rather than four-year institutions (59,000). The vast majority of American Indian and Alaska Native students were undergraduates (113,000). Both graduate and first-professional enrollment figures suggest that limited progress has been made in the 12 years for which enrollment data were analyzed. Fewer than 7,500 Indians/Natives attended graduate school in 1993, and fewer than 1,600 enrolled in first-professional degree programs.

Tables 25 and 26 provide enrollment figures for the 25 states with the highest American Indian and Alaska Native populations.[68] As of 1992, these states accounted for more than 80 percent of the American Indian and Alaska Native population and for 80 percent of their postsecondary enrollments. The data show that two-year enrollment in these selected states increased by 14 percent from 1980 to 1990 and by another 16 percent from 1990 to 1992. Four-year enrollment increased even more, rising by 32 percent between 1980 and 1990 and by 13 percent between 1990 and 1992. Several states, such as New York and Utah, reported decreases in the number of American Indian and Alaska Native four-year college students between 1980 and 1990 but experienced increases between 1990 and 1992.

Between 1980 and 1990, American Indian and Alaska Native graduate and professional enrollment in the same 25 states increased by 46 percent and 51 percent, respectively. Table 26 shows that, as of 1992, 19 states had at least 100 American Indian and Alaska Native graduate students. California and Oklahoma led all states in graduate student enrollment, with 1,151 and 861 students, respectively. Arizona and New Mexico had the smallest share of American Indians and Alaska Natives in graduate school when considering the total American Indian and Alaska Native populations in these two states. All but one state (Kansas) improved their graduate enrollments from 1990 to 1992; however, 11 states experienced increases lower than the overall rate of 12 percent.

California and Oklahoma led all states in the professional school enrollment of Indians/Natives. Most states that had small numbers of American Indians/Alaska Natives enrolled in professional schools (fewer than 25) in 1980 more than doubled their enrollments by 1990. In most cases, they maintained a slight rate increase from 1990 to 1992. Florida and Oregon experienced decreases during the period.

Financial Aid

An analysis of data collected through the National Postsecondary Student Aid Study (NPSAS) in 1987 found that approximately 51 percent of American Indian and Alaska Native undergraduates received no financial aid from any source.[69] Of those students reporting that they received aid (from one or more sources), 35 percent received aid primarily from federal programs, 15 percent from state programs, and only 10 percent from institutional programs. American Indian and Alaska Native students were slightly less likely to take out loans than the general population (20 percent compared with 24 percent) and to receive grants than other racial or ethnic groups.

In 1991, the BIA Higher Education Scholarship program provided 13,700 students with an average grant of $1,680, a decrease from the 15,200 students receiving an average of $1,800 in 1987. NPSAS data show that approximately 50 percent of American Indian and Alaska Native undergraduates received no financial aid from any source in academic year 1989–90. However, these students would appear to need financial aid, given that their average parental total income was $26,769. This figure compares to an average white parental total income of $42,349. Only 14 percent of American Indian and Alaska Native parents began saving for a college education while their children were in grades K–12. According to NPSAS data for 1989–90, 32 percent of American Indian and Alaska Native parents had less than a high school education, and only 18 percent had a bachelor's degree or higher.[70]

When their children were enrolled at four-year institutions, American Indian and Alaska Native parents tended to contribute less than white and Asian parents. The parents of American Indian and Alaska Native students at public four-year institutions were able to contribute an average of only $1,819, compared with $3,464 for white parents and $4,279 for Asian parents. On average, Indian students attending independent four-year institutions in 1990 could expect their parents to contribute only $1,633; white students could expect a parental contribution of $7,362, and Asian students, $11,190. Approximately 36 percent of American Indian and Alaska Native parents indicated that the cost of college would be very to somewhat important in deciding to choose a less preferred yet more affordable school; 22 percent of the parents said their children would have to wait until more money was saved.

The effect of limited support for Indian/Native students is detrimental when factoring in inflation and rising tuition costs. A NACIE official stated that the "National Advisory Council on Indian Education has kept an ongoing database of funding for Indian education-related programs for at least the last 10 years. In general, federal appropriations have increased minutely from year to year. While this gives the appearance of broad and adequate funding for Indian programs, it does not take into account the increase in Native postsecondary enrollment or the impact of inflation as reflected in constant dollar calculations."[71]

NACIE data on the Indian Fellowship Program indicate that a total of 122 awards, ranging from an average low of $12,569 in the field of natural resources to an average high of $20,540 in law, were given in 1993 (Table 27). At least 31 awards were in excess of $20,000, with the highest being $35,031. The average amounts of fellowships and the number of high-cost awards will only increase because many public institutions are increasing tuition and required fees in the face of declining state appropriations. "Between 1983 and 1993, tuition grew from 24 percent to 31 percent of unrestricted higher education revenue. During this period, tuition and required fee increases outpaced inflation rates, increases in disposable personal income, and growth in financial aid."[72]

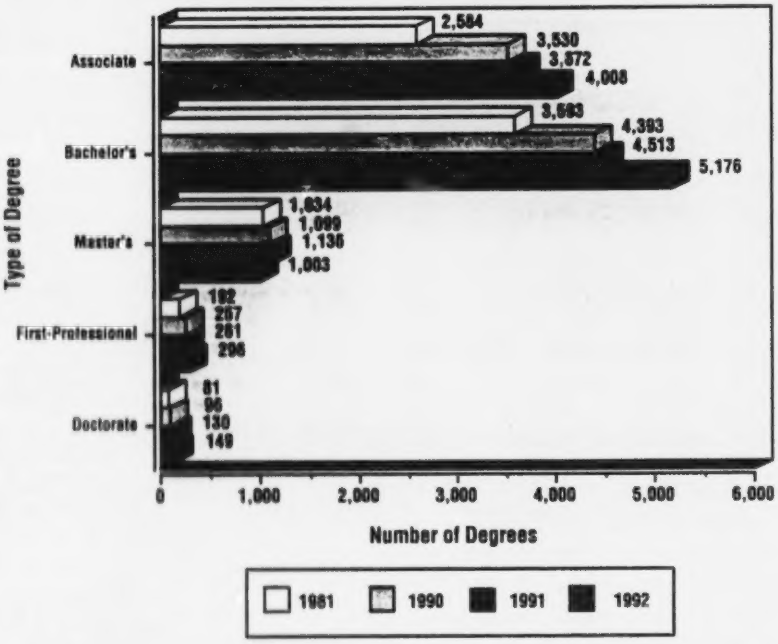
College Persistence

National college retention data on American Indian and Alaska Native students are notoriously sparse.[73] The studies that do exist provide evidence of improvement, but college retention still remains a critical issue to address if American Indians and Alaska Natives are to make significant strides in today's society. For example, an analysis of data collected by the National Longitudinal Study of the High School Class of 1972 from 1972 to 1986 found that only 7 percent of American Indians and Alaska Natives were four-year persisters in college, compared to 20 percent of white students and 32 percent of Asian students.[74] The High School and Beyond Senior Cohort Study from 1980 to 1988 revealed a 9 percent four-year persistence rate among American Indians and Alaska Natives, compared to 24 percent for whites and 33 percent for Asians. Wells' survey of 79 institutions with at least 4 percent Indian enrollment revealed that 53 percent of American Indian and Alaska Native students left after the first year and that approximately 25 percent completed their degree program.[75] The National Collegiate Athletic Association reported that 29 percent of American Indians and Alaska Natives who were first-time full-time freshmen in 1984 graduated by 1990, compared with 53 percent of all students.[76]

Another method for examining retention is to compare proportional enrollment and graduation. For example, Richardson and Pavel advance a measure of equity in representation and graduation that assumes that, in a society where race and ethnicity have no bearing on higher education opportunities, American Indian and Alaska Native enrollment should, at a minimum, reflect the population's representation in society, and these students should graduate at rates comparable to their pro-

Figure 40

Number of Degrees Conferred to American Indians/Alaska Natives by Type of Degree, 1981, and 1990 to 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. *Washington, DC: U.S. Government Printing Office, 1994.*

portion of the student body.[77] "Both measures must be considered concurrently because comparable graduation rates can be attained by limiting admissions to a minority elite, and high participation rates can be generated through open admissions and subsequent attrition rates that turn the open door into a revolving door."[78] Richardson and Pavel's analysis of 1980 to 1990 demographic and institutional enrollment and graduation data focused on states where American Indians and Alaska Natives constituted 3 percent of the population. Their findings indicated that American Indians and Alaska Natives living on or near tribal land were only half as likely as their white counterparts to enroll in or graduate from college.

Using Richardson and Pavel's analytical technique, it was found that the most competitive colleges and universities are able to attract enough American Indians and Alaska Natives to achieve enrollment equity because American Indians and Alaska Natives represent only a minute percentage of the total population in those states. However, many of these competitive institutions are unable to demonstrate proportional graduation rates for this group. Other competitive institutions in states where the American Indian and Alaska Native represent a larger proportion of the population apparently face additional obstacles. Overall, these institutions find it difficult to achieve both proportional enrollment and graduation rates for American Indian and Alaska Native students.

Degrees Conferred

An analysis of postsecondary enrollment among American Indians and Alaska Natives presents one standard that can be used to assess social progress. Clearly, attention must be paid to Indian and Native students at the beginning of college to gain a better perspective on how well these students are doing. It then becomes paramount to examine the number of degrees conferred as another measure of success in the higher education arena. This section first presents general trends, with attention given to degrees conferred by level, gender, state, and discipline.

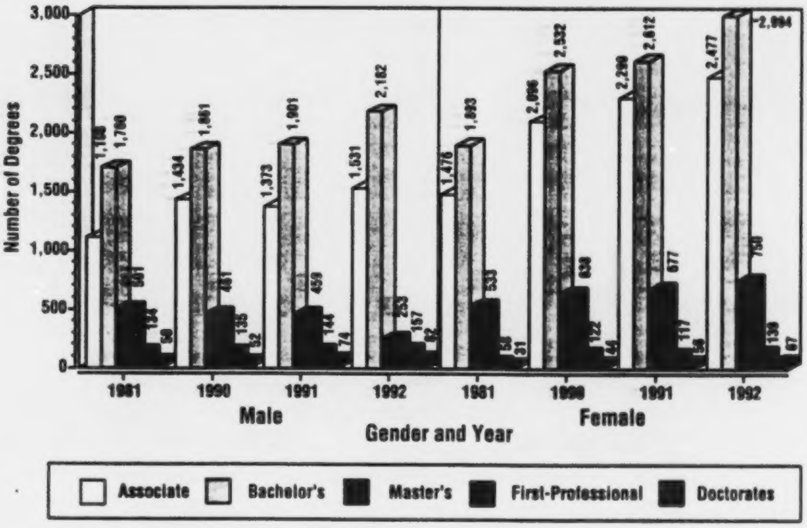
The total number of degrees earned by American Indians and Alaska Natives increased from 7,463 in 1981 to 10,883 in 1992, a 46 percent rise, with the following increases by degree level: associate—55 percent; bachelor's—44 percent; master's—23 percent; first-professional—54 percent. Table 28 indicates that American Indians and Alaska Natives exhibit a consistent pattern over time of being more likely than Asians and whites to persist and attain an associate degree. Asian American and white college students are more likely than American Indians/Alaska Natives to earn bachelor's and master's degrees.

Nevertheless, the number of American Indian and Alaska Native college students who received associate and bachelor's degrees rose steadily from 1981 to 1992 (Figure 40). In 1992, 5,176 such students received bachelor's degrees, and 4,008 received associate degrees. American Indians and Alaska Natives did not make the same progress at the graduate level. The number of master's degrees conferred actually dropped from 1,034 in 1981 to 1,003 in 1992. Changes in the number who earned first-professional degrees and doctorates can only be described as modest.

Figure 41 indicates that both men and women experienced increases in terms of the total number of degrees awarded from 1981 to 1992. However, American Indian and Alaska Native women earned more degrees than men. American Indian and Alaska Native women received 53 percent of all degrees awarded to this group in 1981 and 60 percent of all the degrees awarded in 1992. Between 1981 and 1992, the number of degrees awarded to Indian women increased at a much faster rate than the number awarded to their male counterparts (Table 29). Although

Figure 41

Degrees Conferred to American Indians/Alaska Natives by Gender, 1981, and 1990 to 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. Washington, DC: U.S. Government Printing Office, 1994.

Indian women experienced a slight decrease in the number of first-professional degrees they earned from 1990 to 1991, that trend reversed between 1991 and 1992, when the number increased by 19 percent. Overall, Indian men showed considerably less progress during the same period and experienced sizable decreases in the number of master's degrees they earned from 1991 to 1992 (-45 percent).

Table 30 provides figures on associate and bachelor's degrees conferred for the 25 states with the largest American Indian and Alaska Native populations.[79] In 1992, these states accounted for 88 percent of all American Indians and Alaska Natives in the United States, 86 percent of the associate degrees they earned, and 84 percent of the bachelor's degrees they earned. Nevertheless, nine states reported decreases in the number of associate and bachelor's degrees awarded to American Indians/Alaska Natives from 1981 to 1991. Between 1991 and 1992, all but three states (South Dakota, Montana, and Kansas) reported increases in the number of associate degrees earned by American Indians and Alaska Natives, while all but two states (New Mexico and Wisconsin) experienced increases in the number of bachelor's degrees earned by this population. In 1992, California awarded the largest number of associate and bachelor's degrees to American Indians and Alaska Natives (1,397), followed by Oklahoma (1,087); Arizona (558); New York (432); Washington (396); Michigan (342); New Mexico (307); North Carolina (290); and Montana (243). The number of states awarding at least 100 associate degrees to American Indians and Alaska Natives doubled between 1981 and 1992 (from six to 12), and the number of states conferring at least 100 bachelor's degrees to this group increased from 10 to 15 during the same period.

Figures 42 and 43 illustrate bachelor's and master's degrees conferred by gender in the top six fields for 1981, 1990, and 1992. The top fields in which American Indians and Alaska Natives earned bachelor's degrees were education, business, the social sciences, the health professions, the life sciences, and engineering. Women experienced a greater rate of increase in education, business, and the health professions compared to men. Education and health professions degrees were far more likely to be awarded to women than to men in each of the three years. While men had earned more business degrees in 1981, that trend reversed by 1992. Similar numbers of men and women earned degrees in the social sciences and life sciences. Men were awarded a majority of degrees in engineering in these three years.

The top fields in which American Indians and Alaska Natives earned master's degrees were education, business, the social sciences, the health professions, public affairs, and engineering (Figure 43). Women earned more than twice as many master's degrees than men in education, the health professions, and public affairs in 1992. While women experienced increases in the number of degrees earned in education, business, public affairs, and the social sciences between 1981 and 1992, men experienced slight decreases in these fields. Men earned more master's degrees in engineering than women during the same period.

As shown in Figure 44, American Indian and Alaska Native men earned more first-professional and doctoral degrees than women in 1981, 1990, 1991, and 1992. Although they experienced a slight decline in 1991, American Indian and Alaska Native women narrowed the gender gap in first-professional degrees earned between 1990 and 1992. Both men and women had slight increases in the number of doctoral degrees earned in all four years. However, 1993 data (Table 16) indicate that both men and women experienced a drop in the number of doctoral degrees awarded between 1992 and 1993. For men, it was a significant decrease, from 82 in 1992 to 60 in 1993; for women, the number decreased from 67 to 59.

EMPLOYMENT IN HIGHER EDUCATION

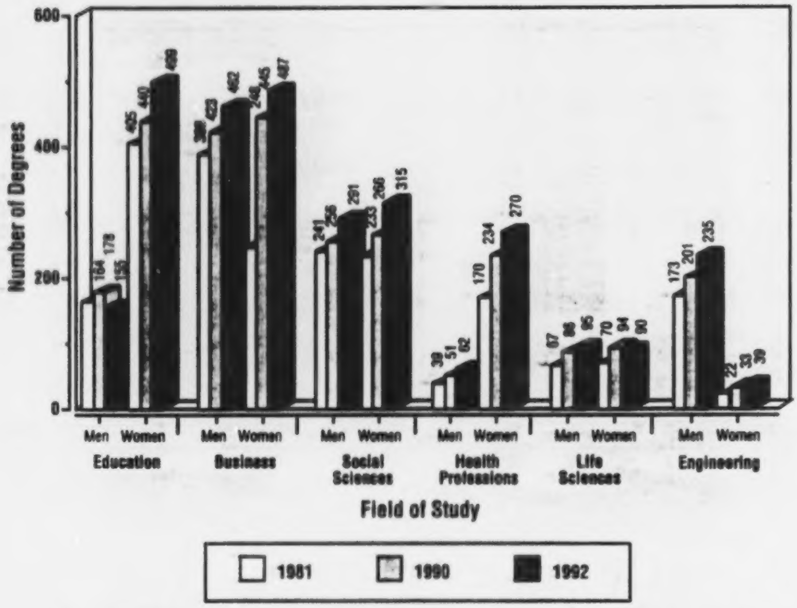
General Trends for All Employees

U.S. Equal Employment Opportunity Commission (EEOC) data reveal very modest increases in the number of American Indian and Alaska Native employees in higher education during the 1980s and early 1990s.[80] Although gains are evident, American Indian and Alaska Natives' proportional representation in both professional and non-professional positions has remained the same or has changed very little. For example, in 1981, American Indians and Alaska Natives constituted only 0.3 percent (6,130) of all full-time employees in higher education; this figure increased to 0.4 percent (7,849) in 1989 and to 0.5 percent (8,200) in 1991. American Indians and Alaska Natives were more likely than their white counterparts to be in non-professional positions (e.g., clerical, skilled crafts, service). Four out of 10 (43 percent) of the American Indians and Alaska Natives were in professional positions (e.g., faculty, administrators), compared to six out of 10 (61 percent) of the whites. By 1991, the percentage of Indians in professional positions had increased to 45 percent and the share of whites to 62 percent.

Little change in the representation of American Indian and Alaska Native full-time faculty in higher education took place between 1981 and 1991. On the surface, significant increases appear to have occurred, given that there were 1,431 Native faculty in 1981, 1,498 in 1989, and 1,655 in 1991. However, their proportional representation rose from just 0.3 percent to 0.4 percent over the 10-year period. An analysis of 1989–90 faculty data collected by the Higher Education Research Institute (HERI) suggests that 53 percent of the American

Figure 42

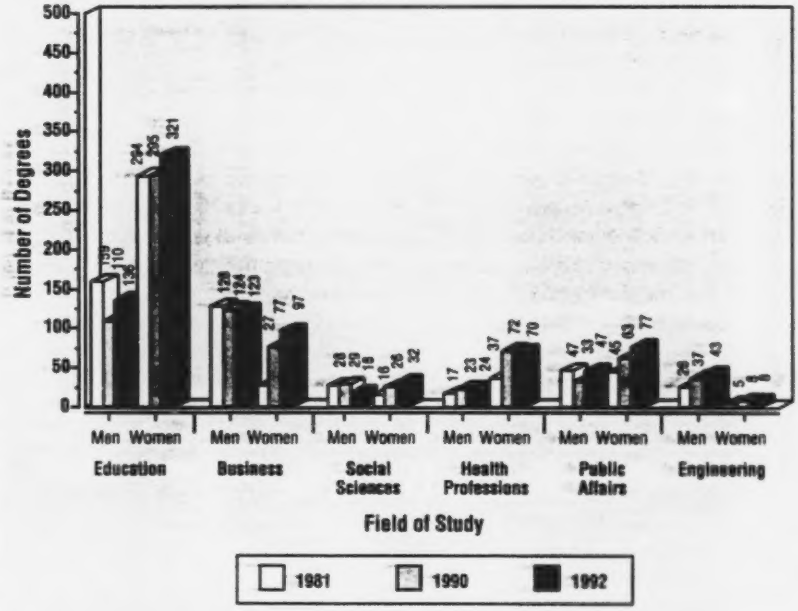
Bachelor's Degrees Conferred to American Indians./Alaska Natives for Selected Fields by Gender, 1981, 1990, and 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. *Washington, DC: U.S. Government Printing Office, 1994.*

Figure 43

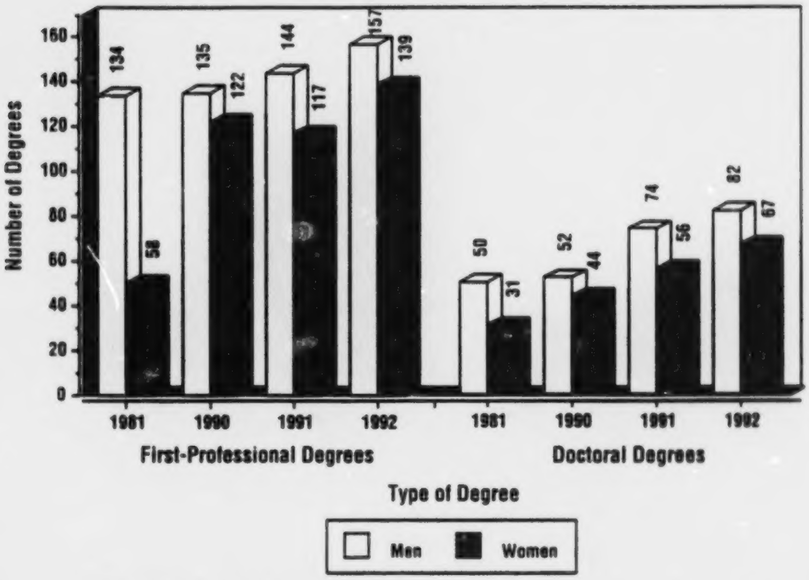
Master's Degrees Conferred to American Indians/Alaska Natives for Selected Fields by Gender, 1981, 1990, and 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. *Washington, DC: U.S. Government Printing Office, 1994.*

Figure 44

Number of First-Professional and Doctoral Degrees Conferred to American Indians/Alaska Natives by Gender, 1981, 1990, and 1992



Source: National Center for Education Statistics, U.S. Department of Education. Digest of Education Statistics, 1994. Washington, DC: U.S. Government Printing Office, 1994.

Indian/Alaska Native faculty were employed at public four-year institutions, 30 percent were employed at two-year public institutions, and approximately 17 percent worked at independent institutions.[81] Data from 1991 indicate that fewer than one in five American Indian/Alaska Native faculty was a full professor in that year. However, a much higher proportion of men (40 percent) than of women (13 percent) were full professors; conversely, a much higher share of American Indian/Alaska Native women (35 percent) than men (14 percent) were assistant professors.

In 1991, 503 American Indians and Alaska Natives were full-time college administrators. Although American Indian/Alaska Native men in these positions outnumbered women, the progress of American Indian/Alaska Native women in administrative positions is apparent. Women held approximately 41 percent of the administrative positions held by American Indians/Alaska Natives in 1992, up from 27 percent in 1979. In 1994, most of the estimated 33 college presidents who are American Indian/Alaska Native headed tribal colleges, and nearly one-fourth of the American Indian/Alaska Native tribal college presidents were women.[82]

The recruitment and retention of American Indian and Alaska Native faculty represent significant issues in higher education. As role models, American Indian and Alaska Native faculty attract undergraduate and graduate students who are potential members of the professoriate. As faculty members, their points of view and research are important. Hearings and reports in recent years attest to the strong conviction that American Indian and Alaska Native people should conduct research about their own education. However, many experts have noted that there are a variety of barriers to American Indian and Alaska Native participation in the professoriate. Cross reveals that the research interests of American Indian and Alaska Native scholars (e.g., tribal management, economic development, legal rights, history, Indian education) often are neither appreciated nor understood by non-Indian faculty.[83] Moreover, "Indian professors are constantly confronted with the expectations of public service that include conducting research for tribal communities or governments, assisting with proposal writing, representing the community at meetings, or serving as tribal council members or nonprofit board members" that compete with time for research and publications.[84] The Association of American Indian and Alaska Native Professors was established several years ago to create a community that can help offset the myriad factors that inhibit Indian and Native professors. A faculty database compiled for the association at ASU's Center for Indian Education currently has background data on more than 240 American Indian and Alaska Native professors at U.S. higher education institutions.

TRIBAL AND INDIAN COLLEGES AND UNIVERSITIES

Historical Background

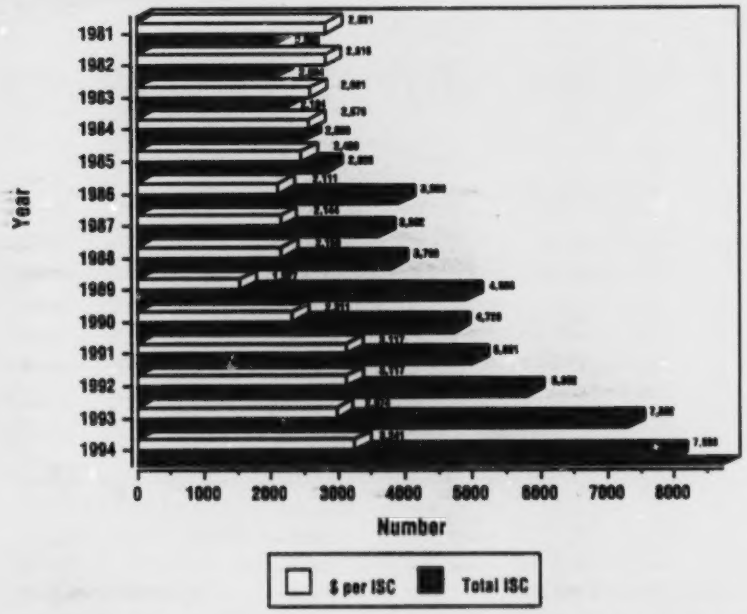
The self-determination movement of the 1950s and 1960s facilitated the process that eventually led to greater American Indian and Alaska Native influence over the direction of higher education. "This foundation era began in 1968 with the establishment of Navajo Community College and ended with the successful passage in 1978 of Public Law 95-471, the Tribally Controlled Community College Act."[85]

Today, tribal and Indian colleges and universities are in varying stages of development, and each has its unique characteristics. However, many of the institutions share similar traits. Most are governed by boards composed entirely or primarily of American Indians and Alaska Natives; have student bodies that are predominantly American Indian and Alaska Native; and are located in isolated areas of the United States. A primary mission is to reinforce and transmit traditional cultures. All of the institutions offer a practical curriculum geared to contemporary, local needs and are community-service oriented.[86] The Carnegie Foundation concluded that these institutions "with adequate support, continue to open doors of opportunity to the coming generations and help Native American communities bring together a cohesive society, one that draws inspiration from the past in order to shape a creative, inspired vision of the future."[87]

Current Status and Locations

As many as 29 tribal or Indian colleges and universities in the United States will benefit from recent federal legislation awarding them land-grant status. Such status will provide much needed financial support and recognition for these institutions' inspiring efforts to provide meaningful postsecondary opportunities for American Indian and Alaska Native people.[88] Nearly all of these colleges and universities are located on or near tribal lands. Although the majority are two-year colleges and technical schools, three are four-year institutions, of which two offer master's degrees. Located in 12 states, these institutions provide higher education opportunities to more than 14,000 part-time and full-time students. In addition to the continued efforts to encourage American Indian and Alaska Native students to pursue undergraduate and graduate study, each college and university provides an important array of community services in the areas of counseling, substance abuse, tribal economic development, job training, and cultural restoration and preservation.

Figure 45
Indian Student Cost (ISC), Tribal Collge Enrollment, and Dollars per ISC, 1981 to 1994



Source: Salish Kootenai College. Data prepared for the American Indian Higher Education Consortium, 1994.

Enrollment and Funding Trends, 1981 to 1994

As shown in Figure 45, much of the success that these institutions have enjoyed has come about despite the widening difference between the total full-time equivalent Indian Student Count (ISC) and dollars per total ISC enrollment from 1981 to 1994. Although ISC enrollment more than tripled during this period, funding remained about the same.

Educational Benefits and Progress

Currently, comparative institutional data are not readily available for all tribal and/or Indian colleges and universities. The American Indian Higher Education Consortium (AIHEC) is attempting to strengthen the capacity of member institutions to provide uniform data to improve the assessment of student progress. Available AIHEC data indicate that total student enrollment at tribal colleges increased from 2,094 students in 1982 to 14,000 students in 1992.[89] In 1992, funding for each full-time equivalent student was $2,746, compared to a 1989–90 U.S. average cost per full-time equivalent student of $5,129.[90]

Many tribal colleges and universities are geographically isolated and serve under-educated and under-trained populations that previously had no ready access to a postsecondary education.

Approximately 34 percent of tribal community college students transferred to four-year institutions in 1992. Tribal college graduates' average income was $18,000, compared with the majority of American Indians and Alaska Natives that reportedly exist at or below the poverty level.[91]

There is additional evidence of tribal and Indian college and university progress. Faculty at these institutions have advanced innovative curricula, teaching methodologies, and teacher preparation efforts.[92] The presence of these institutions has stimulated tribal economic development.[93] Scholars and practitioners have looked to these colleges and universities to exercise more leadership in creating culturally directed research projects.[94] All of these institutions are developing libraries of material that apply an indigenous philosophy to discovering the intellectual and spiritual aspects of Indian and Native culture.[95]

These institutions also have responded to the need for more native teachers—a need that was expressed in hearings held by the Indian Nations At Risk Task Force in preparation for the White House Conference on Indian Education and in subsequent reports. Some colleges and universities instituted teacher preparation programs; most notably, Sinte Gleska University and Oglala Lakota College in South Dakota, Standing Rock College in North Dakota, and Salish Kootenai College in Montana began to offer programs in collaboration with a state college or university. More recently, Haskell Indian Nations University in Kansas and Navajo Community College in Arizona also created teacher preparation programs.

All of these programs have been developed from a Native perspective and use an innovative program design based on the rationale that most teacher/administrative training programs fail to meet the needs of American Indian and Alaska Native communities and individuals. An effort has been made to design programs that do not build simply on the concept of self-determination, but also on the principles of sovereignty and connection to the natural environment.

Other Exemplary Efforts in Higher Education

Tribal and Indian colleges and universities have demonstrated a degree of commitment and achievement that can be described as exemplary. "The word 'exemplary' means basically an example for others. It may not be one of a kind or unique, but [it is] a model which sets the standards for others."[96]

Other American colleges and universities also can be described as exemplary when it comes to increasing the number of American Indian and Alaska Natives who enter and graduate from those institutions. Far more institutions are trying to better serve the American Indian and Alaska Native today than were a mere 20 years ago. The institutions highlighted here share a common characteristic in that they are above the norm with regard to focusing their recruiting and retention efforts on American Indians and Alaskan Natives. An impressive array of insights on institutions serving the postsecondary needs of American Indian and Alaska Native people also can be found in *Winds of Change* magazine's "Annual College Guide for American Indians for 1994–95."[97]

Private institutions. Dartmouth College in New Hampshire and Stanford University in California continually rank high on the list of America's prestigious higher education institutions. However, these and other private institutions are not identified here as exemplary because of their elite reputations; instead, they are mentioned here because they have taken aggressive steps to admit and retain significant numbers of American Indian and Alaska Native students. With a new-found commitment to its founding mission of educating Indian youth, Dartmouth College is an established center of American Indian and Alaska Native student and faculty intellectual and cultural activity. The fact that the college is one of the first modern-day private institutions to develop a Native American Studies program, to attract more than $1 million to support Indian-related activities, and to consistently enroll students from more than 100 tribes distinguishes Dartmouth as a premier institution for American Indian and Alaska Native people. Today, 95 percent or more of the 120 Indian/Native students there can expect to graduate because of programs like Full Circle, which provides academic support, peer advising, and faculty mentoring, and promotes culturally relevant and traditional spiritual events. (The program is funded by General Mills.)

The "Indian community at Stanford centers around the American Indian Program, the American Indian Cultural Center, and Muwekma-Tah-Ruk, the American Indian and Alaska Native residence theme house."[98] By establishing an emergency financial aid fund for students and by hosting one of the largest Native gatherings on a West Coast college campus each spring, Stanford provides the support American Indian and Alaska Native students need to succeed in a competitive academic environment. Today, Stanford has 180 Indian students. Institutional graduation rates for Natives/Indians have increased significantly over the last six to nine years so that more than 75 percent of the entering freshmen now are expected to graduate.

Public four-year institutions. Northeastern State University in Oklahoma is located in Tahlequah, the capital of the Cherokee Nation. More than 1,700 American Indian and Alaska Native students study there in fields such as education, law enforcement, and pre-medicine. Because of its location, the institution exudes a sense of mission to improve the standard and quality of life among tribal communities. The Center for Tribal Studies supports the institution's recruitment and retention efforts by promoting national programs such as the American Indian Science and Engineering Society, by providing valuable mentoring and counseling, and by articulating high academic standards through such programs as

ASPIRE (American Indian Student Pre-Medical/Dental Identification Recruitment Education) and the Indian University Scholars Society.

Northern Arizona State University in Flagstaff, Arizona, has more than 1,000 American Indian and Alaska Native students working toward bachelor's and graduate degrees near sacred ancestral lands of the Diné (Navajo) and Hopi Nations. In addition to providing ongoing support systems throughout the year, Northern Arizona State University hosts a variety of summer programs that include American Indian Upward Bound and Talent Search to cultivate the postsecondary aspirations, intentions, goals, and commitments of American Indian and Alaska Native students in junior and senior high school.

Public research universities. Montana State University's pre-college outreach programs and institutional support systems annually result in an 80 percent retention rate among its more than 200 American Indian students. The list of programs attests to an impressive commitment to American Indian and Alaska Native students and scholarship. Led by the Center for Native American Studies, Montana State University successfully has initiated and administered programs like American Indian Research Opportunities, the Minority (High School) Apprentice Program, the Minority Biomedical Research Support Program, the Minority Access to Research Careers Program, and the Alliance of States Supporting Indians in Science and Technology.

The University of California, Los Angeles' American Indian Studies Center is indicative of the institution's efforts to advance undergraduate, graduate, and faculty scholarship and research. The American Indian Studies Center is home to a master's program in American Indian studies that routinely attracts Native students with high academic aspirations, more than 60 percent of whom eventually go on to doctoral studies or professional schools. At the same time, the center is active in recruiting the nation's top Native scholars to help produce cutting-edge publications, including the ***American Indian Culture and Research Journal***, while raising serious dialogue about the study of contemporary legal, economic, educational, linguistic, cultural, political, and other issues that emphasize the diversity of American Indian and Alaska Native tribal societies.

The above-mentioned institutions, and others, share characteristics that enable them to enjoy a measure of success in recruiting and retaining American Indians and Alaska Natives. The most influential activity is the creation and maintenance of academic and student support for American Indians and Alaska Natives. Programs, centers, and departments enable institutional representatives to create a supportive community for American Indians and Alaska Natives, as well as employment opportunities, grant support, work-study positions, technical support, scholarly opportunities, and the chance to interact with faculty about substantive issues regarding American Indians and Alaska Natives in America's past, present, and future.

Photo credit: Salish Kootenai College

Many of these institutions establish early outreach through long-term relationships with Native communities and schools serving American Indian and Alaska Native students. Their alumni also attend a variety of Native conferences and social events as an integral part of their outreach efforts. They also fund and provide other support that allows Indian student organizations to conceive, implement, and orchestrate events that include inviting nationally renowned Indian scholars to campus, developing seminars and conferences for the community, and hosting large traditional events. The most dedicated institutions continue to contact students who have withdrawn and take great care in encouraging students to continue their education. All hold various types of ceremonies to honor American Indian and Alaska Native graduates.

CONCLUSIONS AND RECOMMENDATIONS

No matter how limited the national research or how charitable the interpretation of facts, the quality of life and schooling for many American Indians and Alaska Natives clearly has not prepared them to fulfill individual promise, meet tribal needs, or participate in American life as fully as most U.S. citizens. A number of other conclusions can be derived from this observation. To begin with, the American public must become more aware of the historical and contemporary context of Indian education in order to appreciate the successes brought about by Indian self-determination and the exercise of tribal sovereignty.

Demographic and social indicators suggest that as the American Indian and Alaska Native population has increased, it has become an increasingly youthful population due to high fertility rates and early deaths. American Indian and Alaska Native high school graduation rates have improved over the last several decades but still lag behind the national average. While recent labor force participation rates are up, earnings are lower and poverty rates are higher for American Indians and Alaska Natives compared to the general population. Emerging social barriers include a growing number of single-parent households, evidence of cultural suppression in public school curricula, and racism on college campuses.

An analysis of pre-college indicators found that American Indian and Alaska Native high school completion rates are increasing, but academic performance is lacking. Elementary and secondary public school enrollment of American Indians and Alaska Natives has increased to nearly 450,000, with nearly half of these students attending schools that have predominantly American Indian student bodies. While dropout rates have decreased over the last 25 years, many American Indian and Alaska Native students continue to face a barrage of at-risk factors led by living in single-parent households and coming from low-income families. Many of the schools that American Indians and Alaska Natives attend are small and are located in rural areas of the United States, thus presenting a variety of challenges brought about by changing social, cultural, and economic conditions that have had a negative impact on rural America. High school graduation rates have increased, but college entrance scores indicate that most of these graduates are likely to attend less selective and less competitive colleges and universities. A scarcity of American Indian and Alaska Native teachers and administrators—especially in schools that are predominantly Indian—is compounded by the fact that the majority of non-Indian personnel has no training in Indian education and lacks adequate funding to service the existing requirements, much less the potential needs, of a growing student population.

Conclusions about the condition of American Indian and Alaska Native higher education are quite similar to those made about pre-college indicators. Postsecondary enrollment has increased, although much of the growth has taken place at less selective two-year institutions. American Indian and Alaska Native women fare much better than men at all degree levels and in almost all top degree-granting fields, except engineering. More student financial aid in the form of grants and fellowships is desperately needed.

Something finally must be done about improving the overall retention rate of American Indian and Alaska Native college students. The number of students who receive associate and bachelor's degrees has risen, but there is an unquestionable need to increase the number of American Indian and Alaska Native students who complete graduate and professional degree programs. More Native faculty, particularly those familiar with native culture and issues, are needed at our colleges and universities. Tribal and Indian colleges and universities still make a promising contribution to American higher education and complement the efforts of institutions that are exemplary in terms of having American Indian and Alaska Native recruitment and retention as a legitimate institutional mission.

The recommendations that follow are simple and are supported widely by American Indian and Alaska Native people. First, the nation's leaders, tribal officials, educators of American Indians and Alaska Natives, tribal communities, and the higher education community must continue to reform current educational systems and the delivery of services to American Indians and Alaska Natives. Since 1990, two major events have occurred that provide compelling information and direction about what kind of education American Indians and Alaska Natives want for their children and themselves, who needs to be involved, the factors that inhibit progress, and strategies to implement long-range reforms.

The Indian Nations At Risk Task Force provided an Educational Strategy for Action in 1991 that called for a transformation of Native education by the year 2000. The task force set four national priorities, which included parent-based programs, age-appropriate language and culture in Indian schools, training of more Indian educators, and the strengthening of tribal and BIA schools as a means to better prepare students for college. The 10 national long-range goals seek to increase the number of schools that have early childhood programs, maintain language and culture, develop literacy, ensure mastery of basic skills, graduate all capable students, ensure high-quality education and school personnel, create safe and drug-free schools, promote adult and lifelong learning, restructure education to fit communities, and gain partnerships that enrich schools. The task force made specific recommendations for parents, local governments, schools, states, and the federal government that called for collaboration, cooperation, and legislation. The recommendations for colleges and universities include:

- Institutionalize funding for Native students, faculty, and programs that strengthen the technical and professional capabilities of Native communities.

- Revise teacher and administrator training programs to prepare educators to work within a multicultural setting that supports and challenges students from diverse cultures.

- Develop, recruit, hire, and retain American Indian and Alaska Native faculty.

- Encourage scholarly work on curriculum and textbook development that incorporates Native perspectives.

- Develop partnerships with school districts to improve local education.

- Develop partnerships with Native communities to provide technical assistance, train professionals, and address research questions important to these communities.[99]

The second recent major event in Indian education occurred in 1992 with the first White House Conference on Indian Education. White House representatives listened to more than 230 delegates, mostly Indians, who had drafted 113 resolutions on topics ranging from the governance of Indian education to fully funded support for the teaching of Indian language and culture in classrooms serving American Indians and Alaska Natives. Conference delegates rejected a National Board for Indian Education and a National Indian University. The rationale underlying these dismissals arose from real experiences and concerns. The delegates feared the loss of hard-won local control of education, the lessening of attention to the diversity of tribes as a result of centralization, more bureaucracy, and the dilution of already scarce funding resources. These concerns are compelling evidence of inhibitors to much-needed reform. Assurances must be made to Indian and Native leaders, educators, and communities that no diminishment of funding or tribal authority would occur with any concerted effort to reclaim and restore learning motivation, spiritual well-being, physical health, intellectual development, and protection for all American Indian and Alaska Native students.

Tribal sovereignty must be recognized and respected in the higher education community. The racial/ethnic identity category of "American Indian and Alaska Native" on college applications should be accompanied by a more precise measure, such as tribal affiliation and tribal enrollment status, to better distinguish American Indians and Alaska Natives from those who simply want to be identified as an American Indian or Alaska Native because of some romantic notion. The reclamation, restoration, and preservation of Indian education on a widespread scale requires even more radical excision of college curricula and the introduction of more Native language and culture classes. Public and private higher education institutions must recognize that American Indians and Alaska Natives give tremendous value to their culture and that this passion can be used to cultivate a commitment to educational achievement.

A final recommendation to the general public is that it ask the American Indian and Alaska Native people what their concerns are and that it continue to offer support in an effort to address those concerns. A final recommendation to the American Indian and Alaska Native people is that more of us must continue to work harder to overcome the depressing conditions in which many of our people live; we must take personal responsibility for contributing in meaningful ways to our communities. American Indians and Alaska Natives who state their desire for education can and must take bold steps to control their destiny.

Finally, American Indian and Alaska Native people want to survive and thrive as distinct tribal communities with their own identities, languages, and cultures. They also want opportunities to participate fully in all aspects of American life if they choose. Achievement of these goals has meant and will continue to mean hard work, tough decisions, and a willingness to move beyond rhetoric to action. Today is a good day to begin.

Photo credit: Moorehead State University

Finally, Deborah Carter is distinguished for her tireless dedication to see this report completed well; your sources, rewrites, patience, coordination, and wisdom will be remembered forever.

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Special Focus: Acknowledgments

Manuscripts of this nature are the voices and labor of many people. We especially were blessed with the enthusiasm and professionalism demonstrated by the staff of the ACE Office of Minorities in Higher Education. Thank you for making sure the faxes, Federal Expresses, messages, and encouraging words were delivered. The outstanding work of a host of analysts, authors, and policy makers enabled us to produce this special focus report; we hope that you continue the excellent work. Special consideration is given to the reviewers—Jo Ann K. Chase, National Congress of American Indians; Loraine Edmo, National Indian Education Association; Joann Morris, Bureau of Indian Affairs; Gloria Begay Duus, U.S. Department of Labor; Edna Lee Paisano, U.S. Department of Commerce; Georgianna Tiger, American Indian Higher Education Consortium; and John Tippeconnic and Betty Haskins, Office of Indian Education Programs, U.S. Department of the Interior—we have mixed your voices with ours.

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Tables

Table 1

High School Completion Rates and College Participation Rates by Race/Ethnicity, 1973 to 1993

	18- to 24-Year-Olds						14- to 24-Year-Olds
			High School Graduates				
Year	All Persons (thousands)	Enrolled-in-College Rate (percent)	Number Completed (thousands)	Completion Rate (percent)	Number Enrolled in College (thousands)	Enrolled-in-College Rate (percent)	Ever-Enrolled-in College Rate (percent)
ALL RACES							
1973	25,237	24.0	20,377	80.7	6,055	29.7	50.7
1974	25,670	24.6	20,725	80.7	6,316	30.5	51.3
1975	26,387	26.3	21,326	80.8	6,935	32.5	52.5
1976	26,919	26.7	21,677	80.5	7,181	33.1	53.4
1977	27,331	26.1	22,008	80.5	7,142	32.5	52.0
1978	27,647	25.3	22,309	80.7	6,995	31.4	51.4
1979	27,974	25.0	22,421	80.1	6,991	31.2	51.6
1980	28,957	25.6	23,413	80.9	7,400	31.6	51.1
1981	28,965	26.2	23,343	80.6	7,575	32.5	51.7
1982	28,846	26.6	23,291	80.7	7,678	33.0	52.7
1983	28,580	26.2	22,988	80.4	7,477	32.5	52.8
1984	28,031	27.1	22,870	81.6	7,591	33.2	53.0
1985	27,122	27.8	22,349	82.4	7,537	33.7	54.3
1986	26,512	28.2	21,768	82.1	7,477	34.3	55.0
1987	25,950	29.6	21,118	81.4	7,693	36.4	56.5
1988	25,733	30.3	20,900	81.2	7,791	37.3	57.5
1989	25,261	30.9	20,461	81.0	7,804	38.1	57.9
1990	24,852	32.0	20,311	82.3	7,964	39.1	58.9
1991	24,572	33.3	19,883	80.9	8,172	41.1	60.7
1992	24,278	34.4	19,921	82.1	8,343	41.9	65.6
1993	24,100	34.0	19,772	82.0	8,193	41.4	65.4
WHITE							
1973	21,766	25.0	18,023	82.8	5,438	30.2	51.6
1974	22,141	25.2	18,318	82.7	5,589	30.5	51.7
1975	22,703	26.9	18,883	83.2	6,116	32.4	52.7
1976	23,119	27.1	19,045	82.4	6,276	33.0	53.5
1977	23,430	26.5	19,291	82.3	6,209	32.2	52.1
1978	23,650	25.7	19,526	82.6	6,077	31.1	51.3
1979	23,895	25.6	19,616	82.1	6,120	31.2	51.7
1980	24,482	26.2	20,214	82.6	6,423	31.8	51.4
1981	24,486	26.7	20,123	82.2	6,549	32.5	52.1
1982	24,206	27.2	19,944	82.4	6,694	33.1	53.1
1983	23,899	27.0	19,643	82.2	6,463	32.9	53.4
1984	23,347	28.0	19,373	83.0	6,256	33.7	53.8
1985	22,632	28.7	18,916	83.6	6,500	34.4	55.3
1986	22,020	28.6	18,291	83.1	6,307	34.5	55.5
1987	21,493	30.2	17,689	82.3	6,483	36.6	57.1
1988	21,261	31.3	17,491	82.3	6,659	38.1	58.6
1989	20,825	31.8	17,089	82.1	6,631	38.8	58.9
1990	20,393	32.5	16,823	82.5	6,635	39.4	60.1
1991	19,980	34.1	16,324	81.7	6,813	41.7	62.3
1992	19,671	35.2	16,379	83.3	6,916	42.2	67.0
1993	19,430	34.8	16,196	83.4	6,763	41.8	66.7

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Source: Bruno, Rosalind and Andrea Addams. *School Enrollment–Social and Economic Characteristics of Students: October 1993.* U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20-479, Washington, DC: U.S. Government Printing Office, 1994.

Note: College participation rates were calculated using the total population and high school graduates as the bases. The ever-enrolled-in-college participation rate includes 14- to 24-year-olds who either were enrolled in college or had completed one or more years of college. The change in the educational attainment question and the college completion categories from "four or more years of college," to "at least some college" in 1992 caused an increase of approximately 5 percentage points in the proportion of 14- to 24-year-old high school graduates who had enrolled in or who had completed one or more years of college. The high school completion rates were calculated using the total population as the base. High school graduates are persons who have completed four years of high school or more, for 1967 to 1991. Beginning in 1992, they were persons whose highest degree was a high school diploma (including equivalency) or higher. Data for 1980 and later use 1980 Census–based estimates. Data for 1986 and later use a revised tabulation system. Improvements in edits and population estimation procedures caused slight changes in estimates for 1986.

Table 1 - Continued

High School Completion Rates and College Participation Rate by Race/Ethnicity, 1973 to 1993

	18- to 24-Year-Olds						14- to 24-Year-Olds
			High School Graduates				
Year	All Persons (thousands)	Enrolled-in-College Rate (percent)	Number Completed (thousands)	Completion Rate (percent)	Number Enrolled in College (thousands)	Enrolled-in-College Rate (percent)	Ever-Enrolled-in College Rate (percent)
AFRICAN AMERICAN							
1973	3,114	16.0	2,079	66.8	498	24.0	41.6
1974	3,105	17.9	2,083	67.1	555	26.6	44.8
1975	3,213	20.7	2,081	64.8	665	32.0	48.1
1976	3,315	22.6	2,239	67.5	749	33.5	50.4
1977	3,387	21.3	2,286	67.5	721	31.5	46.9
1978	3,452	20.1	2,340	67.8	694	29.7	47.8
1979	3,510	19.8	2,356	67.1	696	29.5	48.4
1980	3,721	19.2	2,592	69.7	715	27.6	45.9
1981	3,778	19.9	2,678	70.9	750	28.0	44.8
1982	3,872	19.8	2,744	70.9	767	28.0	45.5
1983	3,865	19.2	2,740	70.9	741	27.0	45.0
1984	3,862	20.4	2,885	74.7	786	27.2	45.2
1985	3,716	19.8	2,810	75.6	734	26.1	43.8
1986	3,653	22.2	2,795	76.5	812	29.1	47.8
1987	3,603	22.8	2,739	76.0	823	30.0	48.7
1988	3,568	21.1	2,680	75.1	752	28.1	46.6
1989	3,559	23.5	2,708	76.1	835	30.8	49.1
1990	3,520	25.4	2,710	77.0	894	33.0	48.0
1991	3,504	23.6	2,630	75.1	828	31.5	46.0
1992	3,521	25.3	2,625	74.6	886	33.8	53.3
1993	3,516	24.5	2,629	74.8	861	32.8	53.9
HISPANIC[a]							
1973	1,285	16.0	709	55.2	206	29.1	43.0
1974	1,506	18.1	842	55.9	272	32.3	47.8
1975	1,446	20.4	832	57.5	295	35.5	50.8
1976	1,551	19.9	862	55.6	309	35.8	48.9
1977	1,609	17.2	880	54.7	277	31.5	43.8
1978	1,672	15.2	935	55.9	254	27.2	43.2
1979	1,754	16.6	968	55.2	292	30.2	45.7
1980	2,033	16.1	1,099	54.1	327	29.8	47.3
1981	2,052	16.7	1,144	55.8	342	29.9	45.8
1982	2,001	16.8	1,153	57.6	337	29.2	47.3
1983	2,025	17.2	1,110	54.8	349	31.4	48.4
1984	2,018	17.9	1,212	60.1	362	29.9	46.0
1985	2,221	16.9	1,396	62.9	375	26.9	46.7
1986	2,514	18.2	1,507	59.9	458	30.4	45.6
1987	2,592	17.6	1,597	61.6	455	28.5	44.2
1988	2,642	17.0	1,458	55.2	450	30.9	47.1
1989	2,818	16.1	1,576	55.9	453	28.7	43.6
1990	2,749	15.8	1,498	54.5	435	29.0	44.7
1991	2,874	18.0	1,498	52.1	516	34.4	47.6
1992	2,754	21.3	1,578	57.3	586	37.1	55.0
1993	2,772	21.7	1,682	60.7	602	35.8	55.8

[a] Hispanics may be of any race

Table 2

High School Completion Rates and College Participation Rates by Race/Ethnicity and Gender, 1973 to 1993

	18- to 24-Year-Olds						14- to 24-Year-Olds
			High School Graduates				
Year	All Persons (thousands)	Enrolled-in-College Rate (percent)	Number Completed (thousands)	Completion Rate (percent)	Number Enrolled in College (thousands)	Enrolled-in-College Rate (percent)	Ever-Enrolled-in College Rate (percent)
ALL RACES							
MEN							
1973	12,111	27.7	9,716	80.2	3,360	34.6	55.4
1974	12,315	27.7	9,835	79.9	3,411	34.7	55.6
1975	12,724	29.0	10,214	80.3	3,693	36.2	56.1
1976	13,012	28.2	10,312	79.2	3,673	35.6	55.7
1977	13,218	28.1	10,440	79.0	3,712	35.6	54.2
1978	13,385	27.1	10,614	79.3	3,621	34.1	52.6
1979	13,571	25.8	10,657	78.5	3,508	32.9	52.4
1980	14,107	26.3	11,125	78.9	3,717	33.4	51.4
1981	14,127	27.1	11,052	78.2	3,833	34.7	52.1
1982	14,083	27.2	11,120	79.0	3,837	34.5	53.0
1983	14,003	27.3	10,906	77.9	3,820	35.0	52.7
1984	13,744	28.6	10,914	79.4	3,929	36.0	53.6
1985	13,199	28.4	10,614	80.4	3,749	35.3	54.6
1986	12,921	28.7	10,338	80.0	3,702	35.8	54.4
1987	12,626	30.6	10,030	79.4	3,867	38.6	56.3
1988	12,491	30.2	9,832	78.7	3,770	38.3	56.6
1989	12,325	30.2	9,700	78.7	3,717	38.3	57.2
1990	12,134	32.3	9,778	80.6	3,922	40.1	58.0
1991	12,036	32.9	9,493	78.9	3,954	41.7	59.2
1992	11,965	32.7	9,576	80.0	3,912	40.9	64.1
1993	11,898	33.6	9,541	80.2	3,994	41.9	64.1
WOMEN							
1973	13,126	20.5	10,663	81.2	2,696	25.3	46.5
1974	13,355	21.8	10,889	81.5	2,905	26.7	47.5
1975	13,663	23.7	11,113	81.3	3,243	29.2	49.2
1976	13,907	25.2	11,365	81.7	3,508	30.9	51.4
1977	14,113	24.3	11,569	82.0	3,431	29.7	50.0
1978	14,262	23.7	11,694	82.0	3,373	28.8	50.3
1979	14,403	24.2	11,763	81.7	3,482	29.6	50.8
1980	14,851	24.8	12,287	82.7	3,682	30.0	50.8
1981	14,838	25.2	12,290	82.8	3,741	30.4	51.3
1982	14,763	26.0	12,171	82.4	3,841	31.6	52.4
1983	14,577	25.1	12,082	82.9	3,657	30.3	52.8
1984	14,287	25.6	11,956	83.7	3,662	30.6	52.4
1985	13,923	27.2	11,736	84.3	3,788	32.3	54.0
1986	13,591	27.8	11,430	84.1	3,775	33.0	55.5
1987	13,324	28.7	11,086	83.2	3,826	34.5	56.7
1988	13,242	30.4	11,068	83.6	4,021	36.3	58.3
1989	12,936	31.6	10,758	83.2	4,085	38.0	58.6
1990	12,718	31.8	10,533	82.8	4,042	38.4	59.8
1991	12,536	33.6	10,391	82.9	4,218	41.0	62.1
1992	12,313	36.0	10,344	84.0	4,429	42.8	66.9
1993	12,202	34.4	10,232	83.9	4,199	41.0	66.7

Continued on next page

Source: Bruno, Rosalind and Andrea Addams, *School Enrollment–Social and Economic Characteristics of Students: October 1993*, U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20-479, Washington, DC: U.S. Government Printing Office, 1994.

Note: College participation rates were calculated using the total population and high school graduates as the bases. The ever-enrolled-in-college participation rate includes 14- to 24-year-olds who either were enrolled in college or had completed one or more years of college. The change in the educational attainment question and the college completion categories from "four or more years of college," to "at least some college" in 1992 caused an increase of approximately 5 percentage points in the proportion of 14- to 24-year-old high school graduates who had enrolled in or who had completed one or more years of college. The high school completion rates were calculated using the total population as the base. High school graduates are persons who have completed four years of high school or more, for 1967 to 1991. Beginning in 1992, they were persons whose highest degree was a high school diploma (including equivalency) or higher. Data for 1980 and later use 1980 Census–based estimates. Data for 1986 and later use a revised tabulation system. Improvements in edits and population estimation procedures caused slight changes in estimates for 1986.

Table 2 - Continued

High School Completion Rates and College Participation Rates by Race/Ethnicity and Gender, 1973 to 1993

	18- to 24-Year-Olds						14- to 24-Year-Olds
			High School Graduates				
Year	All Persons (thousands)	Enrolled-in-College Rate (percent)	Number Completed (thousands)	Completion Rate (percent)	Number Enrolled in College (thousands)	Enrolled-in-College Rate (percent)	Ever-Enrolled-in College Rate (percent)
WHITE							
MEN							
1973	10,511	28.8	8,637	82.2	3,032	35.1	56.5
1974	10,722	28.3	8,768	81.8	3,035	34.6	55.9
1975	11,050	30.1	9,139	82.7	3,326	36.4	56.6
1976	11,279	28.8	9,186	81.4	3,250	35.4	55.9
1977	11,445	28.7	9,263	80.9	3,286	35.5	54.5
1978	11,572	27.6	9,438	81.6	3,195	33.9	52.5
1979	11,721	26.5	9,457	80.7	3,104	32.8	52.7
1980	12,011	27.3	9,686	80.6	3,275	33.8	51.8
1981	12,040	27.7	9,619	79.9	3,340	34.7	52.8
1982	11,874	27.9	9,611	80.9	3,308	34.4	53.2
1983	11,787	28.3	9,411	79.8	3,335	35.4	53.5
1984	11,521	29.6	9,348	81.1	3,406	36.4	54.2
1985	11,108	29.3	9,077	81.7	3,254	35.8	55.5
1986	10,814	29.3	8,780	81.2	3,168	36.1	55.1
1987	10,549	31.2	8,498	80.6	3,289	38.7	56.7
1988	10,380	31.4	8,268	79.7	3,260	39.4	57.9
1989	10,240	31.5	8,177	79.9	3,223	39.4	58.5
1990	10,053	32.7	8,157	81.1	3,292	40.3	58.7
1991	9,896	33.0	7,843	79.3	3,270	41.9	59.9
1992	9,744	33.8	7,911	81.2	3,291	41.6	65.8
1993	9,641	34.0	7,857	82.0	3,313	42.0	65.5
WOMEN							
1973	11,255	21.4	9,387	83.4	2,406	25.6	47.1
1974	11,419	22.4	9,551	83.6	2,555	26.8	47.8
1975	11,653	23.9	9,743	83.6	2,790	28.6	49.1
1976	11,840	25.6	9,860	83.3	3,026	30.7	51.3
1977	11,985	24.4	10,029	83.7	2,923	29.1	50.0
1978	12,078	23.9	10,088	83.5	2,882	28.6	50.3
1979	12,174	24.8	10,157	83.4	3,015	29.7	50.8
1980	12,471	25.2	10,528	84.4	3,147	29.9	50.9
1981	12,446	25.8	10,504	84.4	3,208	30.5	51.6
1982	12,332	26.6	10,333	83.8	3,285	31.8	52.9
1983	12,112	25.8	10,233	84.5	3,129	30.6	53.4
1984	11,826	26.4	10,026	84.8	3,120	31.1	53.4
1985	11,524	28.2	9,840	85.4	3,247	33.0	55.2
1986	11,205	28.0	9,509	84.9	3,139	33.0	55.8
1987	10,944	29.2	9,189	84.0	3,192	34.7	57.5
1988	10,881	31.2	9,223	84.8	3,399	36.9	59.2
1989	10,586	32.2	8,913	84.2	3,409	38.2	59.2
1990	10,340	32.3	8,666	83.8	3,344	38.6	61.4
1991	10,119	35.0	8,481	83.8	3,544	42.1	64.5
1992	9,928	36.5	8,468	85.3	3,625	42.8	68.1
1993	9,790	35.2	8,339	85.2	3,450	41.4	68.0

Table 2 - Continued

High School Completion Rates and College Participation Rates by Race/Ethnicity and Gender, 1973 to 1993

	18- to 24-Year-Olds						14- to 24-Year-Olds
			High School Graduates				
Year	All Persons (thousands)	Enrolled-in-College Rate (percent)	Number Completed (thousands)	Completion Rate (percent)	Number Enrolled in College (thousands)	Enrolled-in-College Rate (percent)	Ever-Enrolled-in College Rate (percent)
AFRICAN AMERICAN							
MEN							
1973	1,434	18.5	952	66.4	266	27.9	44.2
1974	1,396	20.1	919	65.8	280	30.5	47.3
1975	1,451	20.3	897	61.8	294	32.8	50.5
1976	1,503	22.0	936	62.3	331	35.4	50.3
1977	1,528	20.2	970	63.5	309	31.9	47.6
1978	1,554	19.6	956	61.5	305	31.9	49.3
1979	1,577	19.3	973	61.7	304	31.2	46.7
1980	1,690	17.3	1,115	66.0	293	26.3	44.1
1981	1,730	18.8	1,154	66.7	325	28.2	42.3
1982	1,786	18.5	1,171	65.6	331	28.3	44.5
1983	1,807	18.3	1,202	66.5	331	27.5	43.6
1984	1,811	20.3	1,272	70.2	367	28.9	45.2
1985	1,720	20.1	1,244	72.3	345	27.7	43.6
1986	1,687	20.7	1,220	72.3	349	28.6	44.4
1987	1,666	22.6	1,188	71.3	377	31.7	48.3
1988	1,653	18.0	1,189	71.9	297	25.0	42.8
1989	1,654	19.6	1,195	72.2	324	27.1	45.8
1990	1,634	26.1	1,240	75.9	426	34.4	48.9
1991	1,635	23.1	1,174	71.8	378	32.2	47.3
1992	1,676	21.2	1,211	72.3	356	29.7	49.4
1993	1,659	22.8	1,207	72.8	379	31.4	50.0
WOMEN							
1973	1,681	13.7	1,125	66.9	231	20.5	39.4
1974	1,709	16.2	1,167	68.3	277	23.7	42.9
1975	1,761	21.1	1,182	67.1	372	31.5	46.4
1976	1,813	23.0	1,302	71.8	417	32.0	50.3
1977	1,859	22.2	1,317	70.8	413	31.4	46.2
1978	1,897	20.6	1,384	73.0	390	28.2	46.7
1979	1,934	20.3	1,383	71.5	392	28.3	49.8
1980	2,031	20.8	1,475	72.6	422	28.6	47.4
1981	2,049	20.7	1,526	74.5	424	27.8	46.6
1982	2,086	20.9	1,572	75.4	436	27.7	46.3
1983	2,058	20.0	1,539	74.8	411	26.7	46.3
1984	2,052	20.4	1,613	78.6	419	26.0	45.1
1985	1,996	19.5	1,565	78.4	389	24.9	44.0
1986	1,966	23.5	1,576	80.1	462	29.4	50.4
1987	1,937	23.0	1,550	80.0	445	28.7	48.9
1988	1,915	23.8	1,492	77.9	455	30.5	49.6
1989	1,905	26.8	1,511	79.3	511	33.8	51.8
1990	1,886	24.8	1,468	77.8	467	31.8	47.3
1991	1,869	24.1	1,455	77.8	460	30.9	45.2
1992	1,845	28.8	1,417	76.8	531	37.5	56.6
1993	1,857	26.1	1,425	76.7	484	34.0	57.1

Continued on next page

Table 2 - Continued

High School Completion Rates and College Participation Rates by Race/Ethnicity and Gender, 1973 to 1993

	18- to 24-Year-Olds						14- to 24-Year-Olds
			High School Graduates				
Year	All Persons (thousands)	Enrolled-in-College Rate (percent)	Number Completed (thousands)	Completion Rate (percent)	Number Enrolled in College (thousands)	Enrolled-in-College Rate (percent)	Ever-Enrolled-in College Rate (percent)
HISPANIC [a]							
MEN							
1973	625	16.8	348	55.7	105	30.2	45.4
1974	720	19.6	390	54.2	141	36.2	51.4
1975	678	21.4	383	56.5	145	37.9	55.4
1976	701	21.4	378	53.9	150	39.7	51.8
1977	754	18.4	396	52.5	139	35.1	46.5
1978	781	16.1	420	53.8	126	30.0	46.3
1979	837	18.3	454	54.2	153	33.7	49.5
1980	1,012	15.8	518	51.2	160	30.9	49.5
1981	988	16.6	498	50.4	164	32.9	48.6
1982	944	14.9	519	55.0	141	27.2	44.8
1983	968	15.7	476	49.2	152	31.9	47.4
1984	956	16.1	549	57.4	154	28.1	45.7
1985	1,132	14.8	659	58.2	168	25.5	44.9
1986	1,339	17.4	769	57.4	233	30.3	44.4
1987	1,337	18.5	795	59.5	247	31.1	45.1
1988	1,375	16.6	724	52.7	228	31.5	48.4
1989	1,439	14.7	756	52.5	211	27.9	42.7
1990	1,403	15.3	753	53.7	214	28.4	46.5
1991	1,503	14.0	719	47.8	211	29.3	42.2
1992	1,384	17.8	720	52.0	247	34.3	52.2
1993	1,354	19.6	786	58.1	266	33.8	51.1
WOMEN							
1973	658	15.5	362	55.0	102	28.2	41.1
1974	786	16.4	451	57.4	129	28.6	43.4
1975	769	19.5	449	58.4	150	33.4	46.7
1976	850	18.8	483	56.8	160	33.1	46.5
1977	855	16.3	483	56.5	139	28.8	41.6
1978	891	14.4	516	57.9	128	24.8	40.0
1979	917	15.3	516	56.3	140	27.1	42.3
1980	1,021	16.2	579	56.7	165	28.5	45.4
1981	1,064	16.7	646	60.7	178	27.6	43.4
1982	1,056	18.6	634	60.0	196	30.9	49.2
1983	1,057	18.7	634	60.0	198	31.2	49.7
1984	1,061	19.5	661	62.3	207	31.3	46.6
1985	1,091	18.8	734	67.3	205	27.9	48.0
1986	1,175	19.2	739	62.9	226	30.6	46.8
1987	1,256	16.6	801	63.8	208	26.0	43.2
1988	1,267	17.7	736	58.1	224	30.4	46.0
1989	1,377	17.7	823	59.8	244	29.6	44.5
1990	1,346	16.4	745	55.3	221	29.7	43.0
1991	1,372	22.2	780	56.9	305	39.1	52.4
1992	1,369	24.8	860	62.8	339	39.4	57.4
1993	1,418	23.7	895	63.1	336	37.5	60.4

[a] Hispanics may be of any race

Table 3

Total Enrollment in Higher Education by Type of Institution and Race/Ethnicity: Selected Years, Fall 1982 to Fall 1993

	(Numbers in Thousands)								Percent Change 1982–93	Percent Change 1992–93
	1982	1984	1986	1988	1990	1991	1992	1993		
ALL INSTITUTIONS	12,388	12,235	12,504	13,043	13,820	14,359	14,486	14,306	15.5	-1.2
White (non-Hispanic)	9,997	9,815	9,921	10,283	10,723	10,990	10,875	10,605	6.1	-2.5
Total Minority	2,059	2,085	2,238	2,400	2,706	2,953	3,164	3,245	57.6	2.6
African American (non-Hispanic)	1,101	1,076	1,082	1,130	1,247	1,335	1,393	1,410	28.6	1.3
Hispanic	519	535	618	680	783	867	955	989	90.6	3.6
Asian American[a]	351	390	448	497	573	637	697	724	106.3	3.9
American Indian[b]	88	84	90	93	103	114	119	122	38.6	2.0
Nonresident Alien	331	335	345	361	391	416	448	457	38.1	2.0
FOUR-YEAR INSTITUTIONS	7,648	7,708	7,824	8,175	8,579	8,707	8,764	8,740	14.3	-0.3
White (non-Hispanic)	6,306	6,301	6,337	6,582	6,769	6,791	6,744	6,643	5.3	-1.5
Total Minority	1,073	1,124	1,195	1,292	1,486	1,573	1,663	1,731	61.3	4.1
African American (non-Hispanic)	612	617	615	656	723	758	791	811	32.5	2.5
Hispanic	229	246	278	296	358	383	410	432	88.6	5.4
Asian American[a]	193	223	262	297	357	381	407	429	122.3	5.3
American Indian[b]	39	38	40	42	48	51	55	59	51.3	6.6
Nonresident Alien	270	282	292	302	324	343	357	366	35.6	2.5
TWO-YEAR INSTITUTIONS	4,740	4,527	4,680	4,868	5,240	5,652	5,722	5,566	17.4	-2.7
White (non-Hispanic)	3,692	3,514	3,584	3,702	3,954	4,199	4,131	3,961	7.3	-4.1
Total Minority	987	961	1,043	1,107	1,218	1,381	1,500	1,514	53.4	0.9
African American (non-Hispanic)	489	459	467	473	524	578	602	599	22.5	-0.4
Hispanic	291	289	340	384	424	484	545	557	91.4	2.2
Asian American[a]	158	167	186	199	215	256	289	295	86.7	1.9
American Indian[b]	49	46	51	50	55	63	64	63	28.6	-2.0
Nonresident Alien	61	53	53	60	67	74	91	91	49.2	0.1

Source: U.S. Department of Education, National Center for Education Statistics. *Trends in Enrollment in Higher Education by Racial/Ethnic Category: Fall 1982 through Fall 1992.* Washington, DC: U.S. Department of Education, January 1994. U.S. Department of Education, National Center for Education Statistics. *Enrollment in Higher Education: Fall 1984 through Fall 1993,* Washington, DC: U.S. Department of Education, March 1995.

Note: Because of underreporting/nonreporting of racial/ethnic data, figures prior to 1986 were estimated when possible. Also, due to rounding, details may not add to totals. Percent changes for 1992 to 1993 were calculated prior to rounding. Data for fall 1992 have been revised from previously published figures. For fall 1993, the response rate was 97 percent for institutions of higher education.

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

Table 4

Total Enrollment in Higher Education by Control of Institution, Race/Ethnicity, and Gender: Selected Years, Fall 1982 to Fall 1993

(Numbers in Thousands)

	1982	1984	1986	1988	1990	1991	1992	1993	Percent Change 1982–93	Percent Change 1992–93
MEN	5.999	5.859	5.885	5.998	6.284	6,502	6.524	6.428	7.2	-1.5
White (non-Hispanic)	4.830	4.690	4.647	4.712	4.861	4.962	4.884	4.756	-1.5	-2.6
Total Minority	939	939	1.004	1.051	1.177	1.281	1.366	1.397	48.7	2.3
African American (non-Hispanic)	458	437	436	443	485	517	537	542	17.9	1.0
Hispanic	252	254	290	310	354	391	428	441	75.0	3.2
Asian American[a]	189	210	239	259	295	325	351	363	92.1	3.3
American Indian[b]	40	38	39	39	43	48	50	51	27.5	1.8
Nonresident Alien	230	231	233	235	246	259	273	273	18.7	0.1
WOMEN	6.389	6.376	6.619	7,045	7.535	7.857	7.963	7.878	23.3	-1.1
White (non-Hispanic)	5.167	5.125	5.273	5.572	5.862	6.028	5.991	5.848	13.2	-2.4
Total Minority	1.121	1.146	1.234	1.347	1.529	1.672	1.797	1.847	64.7	2.8
African American (non-Hispanic)	644	639	646	687	762	818	856	867	34.5	1.3
Hispanic	267	281	328	370	429	476	527	548	105.2	3.9
Asian American[a]	162	180	209	237	278	312	345	361	122.8	4.5
American Indian[b]	48	46	51	53	60	66	69	71	47.9	2.1
Nonresident Alien	101	104	112	126	145	157	175	184	82.2	5.2
PUBLIC	9.695	9.458	9.714	10.156	10.845	11,310	11.385	11.189	15.4	-1.7
White (non-Hispanic)	7.785	7.543	7.654	7.964	8.385	8.622	8.493	8.227	5.7	-3.1
Total Minority	1.692	1.695	1.836	1.955	2.198	2.411	2.591	2.657	57.0	2.5
African American (non-Hispanic)	873	844	854	881	976	1.053	1.100	1.114	27.6	1.3
Hispanic	446	456	532	587	671	742	822	851	90.8	3.5
Asian American[a]	296	323	371	406	461	516	566	586	98.0	3.6
American Indian[b]	77	72	79	81	90	100	103	106	37.7	2.9
Nonresident Alien	219	219	224	238	260	275	300	304	38.8	1.3
INDEPENDENT	2.693	2.777	2.790	2.887	2.975	3.049	3.102	3.117	15.7	0.5
White (non-Hispanic)	2.212	2.272	2.267	2.319	2.338	2.368	2.382	2.377	7.5	-0.2
Total Minority	367	389	402	443	506	542	572	587	59.9	2.6
African American (non-Hispanic)	228	232	228	248	271	282	292	296	27.6	1.3
Hispanic	74	79	86	93	111	125	133	138	86.5	3.8
Asian American[a]	55	67	77	91	112	121	131	138	150.9	5.2
American Indian[b]	10	11	11	11	12	14	16	15	50.0	-4.0
Nonresident Alien	113	116	120	123	131	141	148	152	34.5	2.9

Source: U.S. Department of Education, National Center for Education Statistics. *Trends in Enrollment in Higher Education by Racial/Ethnic Category: Fall 1982 through Fall 1992*. Washington, DC: U.S. Department of Education, January 1994. U.S. Department of Education, National Center for Education Statistics. *Enrollment in Higher Education: Fall 1984 through Fall 1993*. Washington, DC: U.S. Department of Education, March 1995.

Note: Because of underreporting/nonreporting of racial/ethnic data, data prior to 1986 were estimated when possible. Also, due to rounding, details may not add to totals. Percent changes for 1992 to 1993 were calculated prior to rounding. Data for fall 1992 have been revised from previously published figures. For fall 1993, the response rate was 97 percent for institutions of higher education.

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

Table 5

Undergraduate, Graduate, and Professional School Enrollment in Higher Education by Race/Ethnicity: Selected Years, Fall 1982 to Fall 1993

(Numbers in Thousands)

	1982	1984	1986	1988	1990	1991	1992	1993	Percent Change 1982–93	Percent Change 1992–93
UNDERGRADUATE TOTAL	10,875	10,610	10,798	11,304	11,959	12,439	12,537	12,324	13.3	-1.7
White (non-Hispanic)	8,749	8,484	8,558	8,907	9,273	9,508	9,387	9,104	4.1	-3.0
Total Minority	1,907	1,911	2,036	2,192	2,468	2,698	2,892	2,953	54.9	2.1
African American (non-Hispanic)	1,028	995	996	1,039	1,147	1,229	1,280	1,288	25.3	0.6
Hispanic	485	495	563	631	725	804	888	918	89.3	3.4
Asian American[a]	313	343	393	437	501	559	613	634	102.6	3.4
American Indian[b]	82	78	83	86	95	106	111	113	37.8	1.7
Nonresident Alien	220	216	205	205	219	234	258	268	23.2	4.0
GRADUATE TOTAL	1,235	1,344	1,435	1,472	1,586	1,639	1,669	1,689	36.8	1.2
White (non-Hispanic)	1,002	1,087	1,133	1,153	1,228	1,258	1,267	1,275	27.2	0.6
Total Minority	123	141	167	167	190	205	218	232	88.6	6.4
African American (non-Hispanic)	61	67	72	76	84	89	94	102	67.2	8.2
Hispanic	27	32	46	39	47	51	55	58	114.8	5.4
Asian American[a]	30	37	43	46	53	58	62	65	116.7	6.0
American Indian[b]	5	5	5	6	6	7	7	7	40.0	4.7
Nonresident Alien	108	115	136	151	167	177	184	182	68.5	-1.0
PROFESSIONAL SCHOOL TOTAL	278	278	270	267	274	281	281	292	5.0	4.1
White (non-Hispanic)	246	243	231	223	222	224	221	226	-8.1	2.3
Total Minority	29	32	36	39	47	50	54	60	106.9	11.1
African American (non-Hispanic)	13	13	14	14	16	17	18	20	53.8	11.0
Hispanic	7	8	9	9	11	11	12	13	85.7	6.8
Asian American[a]	8	9	11	14	19	21	23	25	212.5	11.2
American Indian[b]	1	1	1	1	1	1	1	2	100.0	14.0
Nonresident Alien	3	3	4	5	5	6	6	7	133.3	10.6

Source: U.S. Department of Education, National Center for Education Statistics. *Trends in Enrollment in Higher Education by Racial/Ethnic Category: Fall 1982 through Fall 1992.* Washington, DC: U.S. Department of Education, January 1994. U.S. Department of Education, National Center for Education Statistics. *Enrollment in Higher Education: Fall 1984 through Fall 1993.* Washington, DC: U.S. Department of Education, March 1995.

Note: Because of underreporting/nonreporting of racial/ethnic data, data prior to 1986 were estimated when possible. Also, due to rounding, details may not add to totals. Percent changes for 1992 to 1993 were calculated prior to rounding. Data for fall 1992 have been revised from previously published figures. For fall 1993, the response rate was 97 percent for institutions of higher education.

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

Table 6

Enrollment at Historically Black Colleges and Universities by Race/Ethnicity: Selected Years, Fall 1984 to Fall 1993

	1984	1986	1987	1988	1989	1990	1991	1992	1993	Percent Change 1992–93
Number of HBCUs[a]	104	104	104	106	104	104	102	107	107	
Total Enrollment	216,050	213,114	217,670	230,758	238,946	248,697	258,509	277,261	284,247	2.5
African American (non-Hispanic)	175,110	176,610	182,020	192,848	199,974	207,547	213,904	224,946	230,078	2.3
White (non-Hispanic)	23,450	22,784	23,227	25,767	26,962	29,601	31,085	36,203	37,375	3.2
Asian American[b]	1,350	1,207	1,187	1,473	1,568	1,724	2,009	2,151	2,357	9.6
Hispanic	1,560	1,486	1,590	1,746	1,859	1,797	2,131	4,755	5,021	5.6
American Indian[c]	240	482	449	254	307	338	388	447	518	15.9
Nonresident Alien	14,340	10,545	8,897	8,671	8,273	7,690	7,489	7,360	6,757	-8.2

Sources: National Association for Equal Opportunity Research Institute staff analysis of U.S. Department of Education, Office for Civil Rights, unpublished data, fall 1984–1993.

Note: Detail does not add to total because the race/ethnicity unknown data are included in the total. 1993 race/ethnicity unknown data total 2,141. The total number of HBCUs in 1993 was 107, of which 102 are members of the National Association for Equal Opportunity in Higher Education.

[a] These figures represent the number of institutions reporting their enrollment each year.

[b] Asian American includes Pacific Islanders.

[c] American Indian includes Alaska Natives.

Table 7

African American Enrollment at Historically Black Colleges and Universities by Control of Institution and Gender, Fall 1986 to Fall 1993

	1986	1987	1988	1989	1990	1991	1992	1993	Percent Change 1992–93
NUMBER OF HBCUs	104	104	106	104	104	102	107	107	
ALL HBCUs	176,610	182,020	192,848	199,974	207,547	213,904	224,946	230,078	2.3
Men	73,495	74,447	77,741	79,462	82,587	85,713	90,831	92,397	1.7
Women	103,115	107,573	115,107	120,512	124,960	128,191	134,115	137,681	2.7
PUBLIC HBCUs	120,930	124,749	132,067	137,190	143,763	150,707	156,623	159,581	1.9
Men	50,592	51,177	53,206	54,400	57,070	60,147	63,389	63,890	0.8
Women	70,338	73,572	78,861	82,790	86,693	90,560	93,234	95,691	2.6
INDEPENDENT HBCUs	55,680	57,271	60,781	62,784	63,784	63,197	68,323	70,497	3.2
Men	22,903	23,270	24,535	25,062	25,517	25,566	27,442	28,507	3.9
Women	32,777	34,001	36,246	37,722	38,267	37,631	40,881	41,990	2.7

Source: National Association for Equal Opportunity in Higher Education Research Institute, *Annual Fall Enrollment Survey 1986–1993*.

Note: The total number of HBCUs in 1993 was 107, of which 102 are members of the National Association for Equal Opportunity in Higher Education (NAFEO). The fall 1991 enrollment data include only the 102 NAFEO member HBCUs, while the fall 1992 and 1993 enrollment data include all 107 HBCUs.

Table 8

Associate Degrees by Race/Ethnicity and Gender for Selected Years, 1981 to 1992

	1981		1985		1990		1991		1992		Percent Change	Percent Change
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	1981–92	1991–92
Total	410,174	100.0	429,815	100.0	450,263	100.0	462,030	100.0	494,387	100.0	20.5	7.0
Men[a]	183,819	44.8	190,409	44.3	188,631	41.9	190,221	41.2	202,808	41.0	10.3	6.6
Women[b]	226,355	55.2	239,406	55.7	261,632	58.1	271,809	58.8	291,579	59.0	28.8	7.3
White (non-Hispanic)[c]	339,167	82.7	355,343	82.7	369,580	82.1	376,081	81.4	400,530	81.0	18.1	6.5
Men[d]	151,242	82.3	157,278	82.6	154,748	82.0	155,330	81.7	164,799	81.3	9.0	6.1
Women[e]	187,925	83.0	198,065	82.7	214,832	82.1	220,751	81.2	235,731	80.8	25.4	6.8
Minority	64,364	15.7	68,065	15.8	74,565	16.6	79,305	17.2	85,920	17.4	33.5	8.3
Men	28,282	15.4	29,435	15.5	30,942	16.4	31,741	16.7	34,615	17.1	22.4	9.1
Women	36,082	15.9	38,630	16.1	43,623	16.7	47,564	17.5	51,305	17.6	42.2	7.9
African American (non-Hispanic)	35,330	8.6	35,799	8.3	35,327	7.8	37,657	8.2	39,411	8.0	11.6	4.7
Men	14,290	7.8	14,192	7.5	13,147	7.0	13,718	7.2	14,294	7.0	0.0	4.2
Women	21,040	9.3	21,607	9.0	22,180	8.5	23,939	8.8	25,117	8.6	19.4	4.9
Hispanic	17,800	4.3	19,407	4.5	22,195	4.9	24,251	5.2	26,905	5.4	51.2	10.9
Men	8,327	4.5	8,561	4.5	9,859	5.2	10,210	5.4	11,536	5.7	38.5	13.0
Women	9,473	4.2	10,846	4.5	12,336	4.7	14,041	5.2	15,369	5.3	62.2	9.5
Asian American[f]	8,650	2.1	9,914	2.3	13,482	3.0	13,725	3.0	15,596	3.2	80.3	13.6
Men	4,557	2.5	5,492	2.9	6,477	3.4	6,440	3.4	7,254	3.6	59.2	12.6
Women	4,093	1.8	4,422	1.8	7,005	2.7	7,285	2.7	8,342	2.9	103.8	14.5
American Indian[g]	2,584	0.6	2,953	0.7	3,530	0.8	3,672	0.8	4,008	0.8	55.1	9.2
Men	1,108	0.6	1,198	0.6	1,433	0.8	1,373	0.7	1,531	0.8	38.2	11.5
Women	1,476	0.7	1,755	0.7	2,097	0.8	2,299	0.8	2,477	0.8	67.8	7.7
Nonresident Alien	6,643	1.6	6,407	1.5	6,149	1.4	6,644	1.4	7,937	1.6	19.5	19.5
Men	4,295	2.3	3,696	1.9	2,967	1.6	3,150	1.7	3,394	1.7	-21.0	7.7
Women	2,348	1.0	2,711	1.1	3,182	1.2	3,494	1.3	4,543	1.6	93.5	30.0

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics.* Washington, DC: Office of Educational Research and Improvement, 1994.

Note: As of academic year 1989, degrees conferred by race/ethnicity were released annually instead of biannually. Data for academic year 1991 have been revised from previously published figures.

[a] Degrees awarded to men as a percentage of all associate degrees awarded that year.

[b] Degrees awarded to women as a percentage of all associate degrees awarded that year.

[c] Degrees awarded to this group as a percentage of all associate degrees awarded that year.

[d] Degrees awarded to men in this group as a percentage of all associate degrees awarded to men that year.

[e] Degrees awarded to women in this group as a percentage of all associate degrees awarded to women that year.

[f] Asian American includes Pacific Islanders.

[g] American Indian includes Alaska Natives.

Table 9

Bachelor's Degrees by Race/Ethnicity and Gender for Selected Years, 1981 to 1992

	1981		1985		1990		1991		1992		Percent Change 1981–92	Percent Change 1991–92
	Total	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**		
Total	934,800	100.0	968,311	100.0	1,048,631	100.0	1,081,280	100.0	1,129,883	100.0	20.9	4.5
Men[a]	469,625	50.2	476,148	49.2	490,317	46.8	496,424	45.9	516,976	45.8	10.1	4.1
Women[b]	465,175	49.8	492,163	50.8	558,314	53.2	584,856	54.1	612,857	54.2	31.7	4.8
White (non-Hispanic)[c]	807,319	86.4	826,106	85.3	884,376	84.3	904,062	83.6	936,771	82.9	16.0	3.6
Men[d]	406,173	86.5	405,085	85.1	413,573	84.3	415,505	83.7	429,842	83.1	5.8	3.5
Women[e]	401,146	86.2	421,021	85.5	470,803	84.3	488,557	83.5	506,929	82.7	26.4	3.8
Minority	104,892	11.2	112,988	11.7	137,551	13.1	148,084	13.7	164,983	14.6	57.3	11.4
Men	47,128	10.0	50,972	10.7	59,785	12.2	63,065	12.7	70,362	13.6	49.3	11.6
Women	57,764	12.4	62,106	12.6	77,766	13.9	85,019	14.5	94,621	15.4	63.8	11.3
African American (non-Hispanic)	60,673	6.5	57,473	5.9	61,063	5.8	65,341	6.0	72,326	6.4	19.2	10.7
Men	24,511	5.2	23,018	4.8	23,262	4.7	24,328	4.9	26,956	5.2	10.0	10.8
Women	36,162	7.8	34,455	7.0	37,801	6.8	41,013	7.0	45,370	7.4	25.5	10.6
Hispanic	21,832	2.3	25,874	2.7	32,844	3.1	36,612	3.4	40,761	3.6	86.7	11.3
Men	10,810	2.3	12,402	2.6	14,941	3.0	16,158	3.3	17,976	3.5	66.3	11.3
Women	11,022	2.4	13,472	2.7	17,903	3.2	20,454	3.5	22,785	3.7	106.7	11.4
Asian American[f]	18,794	2.0	25,395	2.6	39,248	3.7	41,618	3.8	46,720	4.1	148.6	12.3
Men	10,107	2.2	13,554	2.8	19,721	4.0	20,678	4.2	23,248	4.5	130.0	12.4
Women	8,687	1.9	11,841	2.4	19,527	3.5	20,940	3.6	23,472	3.8	170.2	12.1
American Indian[g]	3,593	0.4	4,246	0.4	4,392	0.4	4,513	0.4	5,176	0.5	44.1	14.7
Men	1,700	0.4	1,998	0.4	1,859	0.4	1,901	0.4	2,182	0.4	28.4	14.8
Women	1,893	0.4	2,248	0.5	2,533	0.5	2,612	0.4	2,994	0.5	58.2	14.6
Nonresident Alien	22,589	2.4	29,217	3.0	26,708	2.5	29,134	2.7	28,079	2.5	24.3	-3.6
Men	16,324	3.5	20,091	4.2	16,961	3.5	17,854	3.6	16,772	3.2	2.7	-6.1
Women	6,265	1.3	9,126	1.9	9,747	1.7	11,280	1.9	11,307	1.8	80.5	0.2

Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics.* Washington, DC: Office of Educational Research and Improvement, 1994.

Note: As of academic year 1989, degrees conferred by race/ethnicity were released annually instead of biannually. Data for academic year 1991 have been revised from previously published figures.

[a] Degrees awarded to men as a percentage of all bachelor's degrees awarded that year.

[b] Degrees awarded to women as a percentage of all bachelor's degrees awarded that year.

[c] Degrees awarded to this group as a percentage of all bachelor's degrees awarded that year.

[d] Degrees awarded to men in this group as a percentage of all bachelor's degrees awarded to men that year.

[e] Degrees awarded to women in this group as a percentage of all bachelor's degrees awarded to women that year.

[f] Asian American includes Pacific Islanders.

[g] American Indian includes Alaska Natives.

Table 10

Master's Degrees by Race/Ethnicity and Gender for Selected Years, 1981 to 1992

	1981		1985		1990		1991		1992		Percent Change 1981–92	Percent Change 1991–92
	Total	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**		
Total	294,183	100.0	280,421	100.0	322,465	100.0	328,645	100.0	348,682	100.0	18.5	6.1
Men[a]	145,666	49.5	139,417	49.7	152,926	47.4	151,796	46.2	159,543	45.8	9.5	5.1
Women[b]	148,517	50.5	141,004	50.3	169,539	52.6	176,849	53.8	189,139	54.2	27.4	6.9
White (non-Hispanic)[c]	241,216	82.0	223,628	79.7	251,690	78.1	255,281	77.7	268,371	77.0	11.3	5.1
Men[d]	115,562	79.3	106,059	76.1	112,877	73.8	111,224	73.3	116,096	72.8	0.5	4.4
Women[e]	125,654	84.6	117,569	83.4	138,813	81.9	144,057	81.5	152,275	80.5	21.2	5.7
Minority	30,910	10.5	29,841	10.6	35,074	10.9	36,841	11.2	41,405	11.9	34.0	12.4
Men	13,517	9.3	13,684	9.8	15,590	10.2	16,157	10.6	17,771	11.1	31.5	10.0
Women	17,393	11.7	16,157	11.5	19,484	11.5	20,684	11.7	23,634	12.5	35.9	14.3
African American (non-Hispanic)	17,133	5.8	13,939	5.0	15,446	4.8	16,139	4.9	18,116	5.2	5.7	12.2
Men	6,158	4.2	5,200	3.7	5,539	3.6	5,709	3.8	6,054	3.8	-1.7	6.0
Women	10,975	7.4	8,739	6.2	9,907	5.8	10,430	5.9	12,062	6.4	9.9	15.6
Hispanic	6,461	2.2	6,864	2.4	7,950	2.5	8,386	2.6	9,358	2.7	44.8	11.6
Men	3,085	2.1	3,059	2.2	3,586	2.3	3,670	2.4	4,132	2.6	33.9	12.6
Women	3,376	2.3	3,805	2.7	4,364	2.6	4,716	2.7	5,226	2.8	54.8	10.8
Asian American[f]	6,282	2.1	7,782	2.8	10,577	3.3	11,180	3.4	12,658	3.6	101.5	13.2
Men	3,773	2.6	4,842	3.5	6,002	3.9	6,319	4.2	7,062	4.4	87.2	11.8
Women	2,509	1.7	2,940	2.1	4,575	2.7	4,861	2.7	5,596	3.0	123.0	15.1
American Indian[g]	1,034	0.4	1,256	0.4	1,101	0.3	1,136	0.3	1,273	0.4	23.1	12.1
Men	,501	0.3	583	0.4	463	0.3	459	0.3	523	0.3	4.4	13.9
Women	,533	0.4	673	0.5	638	0.4	677	0.4	750	0.4	40.7	10.8
Nonresident Alien	22,057	7.5	26,952	9.6	35,701	11.1	36,523	11.1	38,906	11.2	76.4	6.5
Men	16,587	11.4	19,674	14.1	24,459	16.0	24,415	16.1	25,676	16.1	54.8	5.2
Women	5,470	3.7	7,278	5.2	11,242	6.6	12,108	6.8	13,230	7.0	141.9	9.3

Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics.* Washington, DC: Office of Educational Research and Improvement, 1994.

Note: As of academic year 1989, degrees conferred by race/ethnicity were released annually instead of biannually. Data for academic year 1991 have been revised from previously published figures.

[a] Degrees awarded to men as a percentage of all master's degrees awarded that year.

[b] Degrees awarded to women as a percentage of all master's degrees awarded that year.

[c] Degrees awarded to this group as a percentage of all master's degrees awarded that year.

[d] Degrees awarded to men in this group as a percentage of all master's degrees awarded to men that year.

[e] Degrees awarded to women in this group as a percentage of all master's degrees awarded to women that year.

[f] Asian American includes Pacific Islanders.

[g] American Indian includes Alaska Natives.

Table 11

First-Professional Degrees by Race/Ethnicity and Gender for Selected Years, 1981 to 1992

	1981		1985		1990		1991		1992		Percent Change 1981–92	Percent Change 1991–92
	Total	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**		
Total	71,340	100.0	71,057	100.0	70,744	100.0	71,515	100.0	72,129	100.0	1.1	0.9
Men[a]	52,194	73.2	47,501	66.8	43,778	61.8	43,601	61.0	43,812	60.7	-16.1	0.5
Women[b]	19,146	26.8	23,556	33.2	26,966	38.1	27,914	39.0	28,317	39.3	47.9	1.4
White (non-Hispanic)[c]	64,551	90.5	63,219	89.0	60,240	85.2	60,327	84.4	59,800	82.9	-7.4	-0.9
Men[d]	47,629	91.3	42,630	89.7	37,850	86.5	37,348	85.7	36,939	84.3	-22.4	-1.1
Women[e]	16,922	88.4	20,589	87.4	22,390	83.0	22,979	82.3	22,861	80.7	35.1	-0.5
Minority	6,120	8.6	6,977	9.8	9,456	13.4	10,118	14.1	11,077	15.4	81.0	9.5
Men	4,028	7.7	4,190	8.8	5,220	11.9	5,500	12.6	5,988	13.7	48.7	8.9
Women	2,092	10.9	2,787	11.8	4,236	15.7	4,618	16.5	5,089	18.0	143.3	10.2
African American (non-Hispanic)	2,931	4.1	3,029	4.3	3,410	4.8	3,575	5.0	3,560	4.9	21.5	-0.4
Men	1,772	3.4	1,623	3.4	1,672	3.8	1,672	3.8	1,603	3.7	-9.5	-4.1
Women	1,159	6.1	1,406	6.0	1,738	6.4	1,903	6.8	1,957	6.9	68.9	2.8
Hispanic	1,541	2.2	1,884	2.7	2,427	3.4	2,527	3.5	2,766	3.8	79.5	9.5
Men	1,131	2.2	1,239	2.6	1,450	3.3	1,506	3.5	1,635	3.7	44.6	8.6
Women	410	2.1	645	2.7	977	3.6	1,021	3.7	1,131	4.0	175.9	10.8
Asian American[f]	1,456	2.0	1,816	2.6	3,362	4.8	3,755	5.3	4,455	6.2	206.0	18.6
Men	991	1.9	1,152	2.4	1,963	4.5	2,178	5.0	2,593	5.9	161.7	19.1
Women	465	2.4	664	2.8	1,399	5.2	1,577	5.6	1,862	6.6	300.4	18.1
American Indian[g]	192	0.3	248	0.3	257	0.4	261	0.4	296	0.4	54.2	13.4
Men	134	0.3	176	0.4	135	0.3	144	0.3	157	0.4	17.2	9.0
Women	58	0.3	72	0.3	122	0.5	117	0.4	139	0.5	139.7	18.8
Nonresident Alien	669	0.9	861	1.2	1,048	1.5	1,070	1.5	1,252	1.7	87.1	17.0
Men	537	1.0	681	1.4	708	1.6	753	1.7	885	2.0	64.8	17.5
Women	132	0.7	180	0.8	340	1.3	317	1.1	367	1.3	178.0	15.8

Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics.* Washington, DC: Office of Educational Research and Improvement, 1994.

Note: As of academic year 1989, degrees conferred by race/ethnicity were released annually instead of biannually. Data for academic year 1991 have been revised from previously published figures.

[a] Degrees awarded to men as a percentage of all first professional degrees awarded that year

[b] Degrees awarded to women as a percentage of all first professional degrees awarded that year

[c] Degrees awarded to this group as a percentage of all first professional degrees awarded that year

[d] Degrees awarded to men in this group as a percentage of all first professional degrees awarded to men that year

[e] Degrees awarded to women in this group as a percentage of all first professional degrees awarded to women that year

[f] Asian American includes Pacific Islanders

[g] American Indian includes Alaska Natives

Table 12

Degrees Conferred by Historically Black Colleges and Universities by Race/Ethnicity and Level, Selected Years, 1982–83 to 1991–92

ASSOCIATE DEGREES

	Number of Degrees Conferred							Degrees from Historically Black Colleges and Universities as a Percent of Total Associate Degrees						
Year	**Total**	**White (non-Hispanic)**	**African American**	**Hispanic**	**Asian American**	**American Indian**	**Non-Resident Alien**	**Total**	**White (non-Hispanic)**	**African American**	**Hispanic**	**Asian American**	**American Indian**	**Non-Resident Alien**
1982–83	2,482	795	1,442	132	12	2	99	—	—	—	—	—	—	—
1984–85	2,691	880	1,547	162	26	5	71	0.6	0.2	4.3	0.8	0.3	0.2	1.1
1986–87	2,612	796	1,571	174	26	9	36	0.6	0.2	4.4	0.9	0.2	0.3	0.8
1988–89	2,526	825	1,487	134	17	3	60	0.6	0.2	4.3	0.7	0.1	0.1	0.9
1989–90	2,489	793	1,477	153	11	13	42	0.6	0.2	4.2	0.7	0.1	0.4	0.7
1990–91	2,540	830	1,373	132	19	0	92	0.5	0.2	3.8	0.6	0.1	0.0	1.5
1991–92	2,421	838	1,340	111	25	3	33	0.5	0.2	3.5	0.4	0.2	0.1	0.4

BACHELOR'S DEGREES

	Number of Degrees Conferred							Degrees from Historically Black Colleges and Universities as a Percent of Total Bachelor's Degrees						
1982–83	22,205	1,487	17,787	108	74	33	2,716	—	—	—	—	—	—	—
1984–85	20,887	1,870	16,326	218	321	46	2,106	2.2	0.2	28.4	0.8	1.3	1.1	7.2
1986–87	20,270	1,819	16,589	121	135	54	1,552	2.0	0.2	29.3	0.4	0.4	1.4	5.3
1988–89	19,518	2,016	16,162	92	113	33	1,102	1.9	0.2	27.8	0.3	0.3	0.8	4.1
1989–90	19,734	2,212	16,325	111	176	19	891	1.9	0.3	26.7	0.3	0.5	0.4	3.3
1990–91	21,511	2,270	17,069	105	142	27	819	2.0	0.3	27.1	0.3	0.4	0.7	2.9
1991-92	23,462	2,573	19,623	149	183	35	745	2.1	0.3	27.6	0.4	0.4	0.7	2.6

MASTER'S DEGREES

	Number of Degrees Conferred							Degrees from Historically Black Colleges and Universities as a Percent of Total Master's Degrees						
1982–83	4,491	774	2,956	31	60	5	665	—	—	—	—	—	—	—
1984–85	4,190	799	2,555	34	58	20	724	1.5	0.4	18.3	0.5	0.7	1.6	2.7
1986–87	4,012	844	2,443	25	155	10	535	1.4	0.4	17.6	0.4	1.8	0.9	1.8
1988–89	3,904	885	2,388	37	119	8	467	1.3	0.4	16.9	0.5	1.2	0.7	1.4
1989–90	4,036	1,103	2,352	34	117	13	417	1.3	0.4	15.3	0.4	1.1	1.2	1.2
1990–91	4,114	1,076	2,482	24	108	0	352	1.2	0.4	16.3	0.3	1.0	0.0	0.9
1991-92	4,184	1,114	2,591	44	104	8	369	1.2	0.4	14.9	0.5	0.8	0.7	0.9

DOCTORAL DEGREES

	Number of Degrees Conferred							Degrees from Historically Black Colleges and Universities as a Percent of Total Doctoral Degrees						
1982–83	135	6	85	0	3	0	41	—	—	—	—	—	—	—
1984–85	174	22	105	0	2	0	45	0.5	0.1	9.1	0.0	0.2	0.0	0.8
1986–87	194	23	114	0	7	0	50	0.6	0.1	10.8	0.0	0.6	0.0	0.8
1988–89	187	11	128	0	4	0	44	0.5	a	12.0	0.0	0.3	0.0	0.6
1989–90	207	20	143	1	0	0	43	0.5	0.1	12.5	0.1	0.0	0.0	0.5
1990–91	200	28	127	0	0	0	30	0.5	0.1	12.2	0.0	0.0	0.0	0.3
1991-92	205	47	119	2	2	0	39	0.5	0.2	9.9	0.3	0.1	0.0	0.4

FIRST-PROFESSIONAL DEGREES

	Number of Degrees Conferred							Degrees from Historically Black Colleges and Universities as a Percent of Total First-Professional Degrees						
1982–83	866	97	693	25	1	1	49	—	—	—	—	—	—	—
1984–85	962	165	693	28	5	3	68	1.4	0.3	22.9	1.5	0.3	1.2	7.9
1986–87	872	142	618	15	23	20	54	1.2	0.2	18.1	0.7	10.0	6.6	6.1
1988–89	693	132	478	10	16	1	56	1.0	0.2	15.2	0.4	0.5	0.4	5.7
1989–90	820	149	552	33	18	4	64	1.2	0.2	16.3	1.4	0.5	1.6	6.2
1990–91	546	141	317	26	10	0	46	0.8	0.2	8.9	1.0	0.3	0.0	4.3
1991–92	756	172	449	43	16	1	75	1.0	0.3	12.6	1.5	0.3	0.3	5.6

Source: Hoffman, Charlene, Thomas D. Snyder and Bill Sonnenberg. *Historically Black Colleges and Universities, 1976–90.* Washington, DC: Department of Education, National Center for Education Statistics, July 1992. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). "Completions" surveys. (Analysis done by the American Council on Education's Division of Policy Analysis and Research, November 1994).

Note: Data in this table exclude persons whose racial/ethnic identification was not available. Because of rounding, details may not add to totals.

— Data not available.

Table 13

Degrees Conferred by Hispanic-Serving Institutions by Race/Ethnicity and Level, 1990–91 and 1991–92

ASSOCIATE DEGREES

	Number of Degrees Conferred							Degrees from Hispanic-Serving Institutions as a Percent of Total Associate Degrees						
Year	Total	White (non-Hispanic)	African American	Hispanic	Asian American	American Indian	Non-Resident Alien	Total	White (non-Hispanic)	African American	Hispanic	Asian American	American Indian	Non-Resident Alien
1990–91	23,725	7,657	2,905	9,465	1,201	128	670	5.1	2.0	7.7	39.0	8.7	3.5	10.1
1991–92	22,529	7,123	2,984	9,431	1,207	115	820	4.5	1.8	7.7	36.1	8.0	3.0	10.3

BACHELOR'S DEGREES

	Number of Degrees Conferred							Degrees from Hispanic-Serving Institutions as a Percent of Total Bachelor's Degrees						
1990–91	17,618	7,257	1,086	6,857	815	80	699	1.6	0.8	1.7	18.7	2.0	1.8	2.4
1991–92	17,397	7,085	1,283	6,959	976	92	608	1.5	0.8	1.8	17.3	2.1	1.8	2.1

MASTER'S DEGREES

	Number of Degrees Conferred							Degrees from Hispanic-Serving Institutions as a Percent of Total Master's Degrees						
1990–91	5,015	2,634	239	1,111	158	21	382	1.5	1.0	1.5	13.3	1.4	1.8	1.0
1991–92	5,025	2,914	284	1,111	154	15	422	1.4	1.1	1.6	12.3	1.3	1.2	1.1

DOCTORAL DEGREES

	Number of Degrees Conferred							Degrees from Hispanic-Serving Institutions as a Percent of Total Doctoral Degrees						
1990–91	99	55	0	15	0	0	18	0.0	0.0	0.0	2.0	0.0	0.0	0.2
1991–92	101	64	1	10	1	1	24	0.2	0.3	0.1	1.3	0.1	0.8	0.2

FIRST–PROFESSIONAL DEGREES

	Number of Degrees Conferred							Degrees from Hispanic-Serving Institutions as a Percent of Total First-Professional Degrees						
1990–91	216	179	3	26	2	1	3	0.3	0.3	0.1	1.0	0.1	0.4	0.3
1991–92	367	288	18	44	3	2	0	0.5	0.5	0.5	1.6	0.1	0.7	0.0

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). "Completions" survey. (Analysis done by the American Council on Education's Division of Policy Analysis and Research, November 1994)

Note: Hispanic-serving institutions are those two-year and four-year institutions at which Hispanics constitute a minimum of 25 percent of the undergraduate or graduate enrollment. Data exclude persons whose racial/ethnic group was not available. Therefore, the sum of the details may not equal the total.

Table 14

Bachelor's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	TOTAL					MINORITIES				
Field of Study	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**
EDUCATION										
Total	108,265	110,807	108,006	-0.2	-2.5	13,633	9,827	9,973	-26.8	1.5
Men	27,069	23,417	22,686	-16.2	-3.1	3,763	2,381	2,384	-36.6	0.1
Women	81,196	87,390	85,320	5.1	-2.4	9,870	7,446	7,589	-23.1	1.9
BUSINESS										
Total	200,857	249,311	256,603	27.8	2.9	22,093	34,447	38,311	73.4	11.2
Men	127,058	131,624	135,440	6.6	2.9	11,572	14,766	16,584	43.3	12.3
Women	73,799	117,687	121,163	64.2	3.0	10,521	19,681	21,727	106.5	10.4
SOCIAL SCIENCES										
Total	100,647	125,107	133,974	33.1	7.1	13,136	17,977	21,072	60.4	17.2
Men	56,156	68,701	73,001	30.0	6.3	6,346	8,357	9,844	55.1	17.8
Women	44,491	56,406	60,973	37.0	8.1	6,790	9,620	11,228	65.4	16.7
HEALTH PROFESSIONS										
Total	63,649	59,070	61,720	-3.0	4.5	6,277	8,221	8,580	36.7	4.4
Men	10,519	9,596	10,189	-3.1	6.2	1,036	1,456	1,514	46.1	4.0
Women	53,130	49,474	51,531	-3.0	4.2	5,241	6,765	7,066	34.8	4.4
BIOLOGICAL/LIFE SCIENCES										
Total	43,216	39,530	42,942	-0.6	8.6	5,039	7,471	8,774	74.1	17.4
Men	24,149	19,412	20,798	-13.9	7.1	2,499	3,317	3,934	57.4	18.6
Women	19,067	20,118	22,143	16.1	10.1	2,540	4,154	4,840	90.6	16.5
ENGINEERING[a]										
Total	74,954	78,426	77,396	3.3	-1.3	7,143	13,403	13,680	91.5	2.1
Men	67,255	67,530	66,574	-1.0	-1.4	6,194	10,641	10,913	76.2	2.6
Women	7,699	10,896	10,822	40.6	-0.7	949	2,762	2,767	191.6	0.2

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Source: U.S. Department of Education, National Center for Education Statistics. *Race/Ethnicity Trends in Degrees Conferred by Institutions of Higher Education: 1980–81 through 1989–90.* Washington, DC: Office of Educational Research and Improvement, May 1992; and *Digest of Education Statistics.* Washington, DC: Office of Educational Research and Improvement, 1994.

Note: Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Data for academic year 1991 have been revised from previously published numbers. Data represent programs, not organizational units, within institutions. Because of rounding, details may not add to totals.

[a] Engineering includes engineering technologies.

Table 14 - Continued

Bachelor's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	HISPANIC					AFRICAN AMERICAN				
Field of Study	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**
EDUCATION										
Total	2,847	3,503	3,116	9.4	-11.0	9,494	4,816	5,226	-45.0	8.5
Men	754	749	717	-4.9	-4.3	2,587	1,197	1,266	-51.1	5.8
Women	2,093	2,754	2,399	14.6	-12.9	6,907	3,619	3,960	-42.7	9.4
BUSINESS										
Total	4,114	7,831	8,466	105.8	8.1	13,400	16,648	18,304	36.6	9.9
Men	2,560	3,889	4,194	63.8	7.8	6,503	6,447	7,167	10.2	11.2
Women	1,554	3,942	4,272	174.9	8.4	6,897	10,201	11,137	61.5	9.2
SOCIAL SCIENCES										
Total	2,888	4,690	5,808	101.1	23.8	8,129	8,126	9,188	13.0	13.1
Men	1,549	2,374	2,914	88.1	22.7	3,696	3,522	3,978	7.6	12.9
Women	1,339	2,316	2,894	116.1	25.0	4,433	4,604	5,210	17.5	13.2
HEALTH PROFESSIONS										
Total	1,153	1,709	1,765	53.1	3.3	3,603	4,209	4,222	17.2	0.3
Men	262	394	355	35.5	-9.9	436	535	543	24.5	1.5
Women	891	1,315	1,410	58.2	7.2	3,167	3,674	3,679	16.2	0.1
BIOLOGICAL/LIFE SCIENCES										
Total	1,144	1,503	1,673	46.2	11.3	2,269	2,154	2,428	7.0	12.7
Men	648	744	797	23.0	7.1	954	712	764	-19.9	7.3
Women	496	759	876	76.6	15.4	1,315	1,442	1,664	26.5	15.4
ENGINEERING[a]										
Total	1,433	2,624	2,645	84.6	0.8	2,449	3,423	3,580	46.2	4.6
Men	1,302	2,194	2,214	70.0	0.9	2,020	2,459	2,583	27.9	5.0
Women	131	430	431	229.0	0.2	429	964	997	132.4	3.4

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[a] Engineering includes engineering technologies

Table 14 - Continued

Bachelor's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	WHITE					ASIAN AMERICAN[a]				
Field of Study	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92
EDUCATION										
Total	93,724	100,141	97,460	4.0	-2.7	723	890	977	35.1	9.8
Men	22,876	20,726	20,096	-12.2	-3.0	258	257	246	-4.7	-4.3
Women	70,848	79,415	77,364	9.2	-2.6	465	633	731	57.2	15.5
BUSINESS										
Total	174,198	206,308	209,768	20.4	1.7	3,943	9,100	10,592	168.6	16.4
Men	112,267	111,635	113,660	1.2	1.8	2,121	4,007	4,761	124.5	18.8
Women	61,931	94,673	96,108	55.2	1.5	1,822	5,093	5,831	220.0	14.5
SOCIAL SCIENCES										
Total	85,535	104,363	110,086	28.7	5.5	1,645	4,639	5,470	232.5	17.9
Men	48,509	58,698	61,613	27.0	5.0	860	2,205	2,661	209.4	20.7
Women	37,026	45,665	48,473	30.9	6.1	785	2,434	2,809	257.8	15.4
HEALTH PROFESSIONS										
Total	56,790	49,876	52,281	-7.9	4.8	1,312	2,018	2,261	72.3	12.0
Men	9,276	7,859	8,428	-9.1	7.2	299	476	554	85.3	16.4
Women	47,514	42,017	43,853	-7.7	4.4	1,013	1,542	1,707	68.5	10.7
BIOLOGICAL/LIFE SCIENCES										
Total	37,276	30,994	33,179	-11.0	7.0	1,489	3,634	4,488	201.4	23.5
Men	21,085	15,550	16,386	-22.3	5.4	830	1,775	2,278	174.5	28.3
Women	16,191	15,444	16,793	3.7	8.7	659	1,859	2,210	235.4	18.9
ENGINEERING[b]										
Total	60,848	59,772	58,994	-3.0	-1.3	3,066	7,122	7,181	134.2	0.8
Men	54,453	52,135	51,450	-5.5	-1.3	2,699	5,787	5,881	117.9	1.6
Women	6,395	7,637	7,544	18.0	-1.2	367	1,335	1,300	254.2	-2.6

Continued on next page

[a] Asian American includes Pacific Islanders.

[b] Engineering includes engineering technologies.

Table 14 - Continued

Bachelor's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	AMERICAN INDIAN [a]					NONRESIDENT ALIEN				
Field of Study	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**
EDUCATION										
Total	569	618	654	14.9	5.8	908	839	573	-36.9	-31.7
Men	164	178	155	-5.5	-12.9	430	310	206	-52.1	-33.5
Women	405	440	499	23.2	13.4	478	529	367	-23.2	-30.6
BUSINESS										
Total	636	868	949	49.2	9.3	4,566	8,556	8,524	86.7	-0.4
Men	388	423	462	19.1	9.2	3,219	5,223	5,196	61.4	-0.5
Women	248	445	487	96.4	9.4	1,347	3,333	3,328	147.1	-0.2
SOCIAL SCIENCES										
Total	474	522	606	27.8	16.1	1,976	2,767	2,816	42.5	1.8
Men	241	256	291	20.7	13.7	1,301	1,646	1,544	18.7	-6.2
Women	233	266	315	35.2	18.4	675	1,121	1,272	88.4	13.5
HEALTH PROFESSIONS										
Total	209	285	332	58.9	16.5	582	973	859	47.6	-11.7
Men	39	51	62	59.0	21.6	207	281	247	19.3	-12.1
Women	170	234	270	58.8	15.4	375	692	612	63.2	-11.6
BIOLOGICAL/LIFE SCIENCES										
Total	137	180	185	35.0	2.8	901	1,065	988	9.7	-7.2
Men	67	86	95	41.8	10.5	565	545	478	-15.4	-12.3
Women	70	94	90	28.6	-4.3	336	520	510	51.8	-1.9
ENGINEERING[b]										
Total	195	234	274	40.5	17.1	6,963	5,251	4,722	-32.2	-10.1
Men	173	201	235	35.8	16.9	6,608	4,754	4,211	-36.3	-11.4
Women	22	33	39	77.3	18.2	355	497	511	43.9	2.8

[a] American Indian includes Alaska Natives.

[b] Engineering includes engineering technologies.

Table 15

Master's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	TOTAL					MINORITIES				
Field of Study	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**	**1981 Total**	**1991 Total**	**1992 Total**	**Percent Change 1981–92**	**Percent Change 1991–92**
EDUCATION										
Total	98,380	87,343	92,668	-5.8	6.1	12,902	9,931	10,931	-15.3	10.1
Men	28,079	20,448	21,244	-24.3	3.9	3,380	2,349	2,534	-25.0	7.9
Women	70,301	66,895	71,424	1.6	6.8	9,522	7,582	8,397	-11.8	10.7
BUSINESS										
Total	57,541	78,255	84,642	47.1	8.2	5,016	8,538	9,765	94.7	14.4
Men	43,045	50,883	54,705	27.1	7.5	3,519	4,908	5,421	54.0	10.5
Women	14,496	27,372	29,937	106.5	9.4	1,497	3,630	4,344	190.2	19.7
SOCIAL SCIENCES										
Total	11,917	12,233	12,702	6.6	3.8	1,172	1,296	1,349	15.1	4.1
Men	7,442	7,016	7,237	-2.8	3.1	667	634	695	4.2	9.6
Women	4,475	5,217	5,465	22.1	4.8	505	662	654	29.5	-1.2
HEALTH PROFESSIONS										
Total	16,515	21,200	23,065	39.7	8.8	1,642	2,219	2,528	54.0	13.9
Men	4,316	4,444	4,691	8.7	5.6	464	526	572	23.3	8.7
Women	12,199	16,756	18,374	50.6	9.7	1,178	1,693	1,956	66.0	15.5
PUBLIC AFFAIRS										
Total	20,074	17,905	19,243	-4.1	7.5	2,920	2,922	3,318	13.6	13.6
Men	8,957	5,679	5,769	-35.6	1.6	1,219	971	977	-19.9	0.6
Women	11,117	12,226	13,474	21.2	10.2	1,701	1,951	2,341	37.6	20.0
ENGINEERING [a]										
Total	16,358	24,958	25,977	58.8	4.1	1,648	3,178	3,574	116.9	12.5
Men	14,998	21,430	22,143	47.6	3.3	1,473	2,619	2,883	95.7	10.1
Women	1,360	3,528	3,834	181.9	8.7	175	559	691	294.9	23.6

Source: U.S. Department of Education, National Center for Education Statistics. *Race/Ethnicity Trends in Degrees Conferred by Institutions of Higher Education: 1980–81 through 1989–90.* Washington, DC: Office of Educational Research and Improvement, May 1992; and *Digest of Education Statistics.* Washington, DC: Office of Educational Research and Improvement, 1994.

Note: Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Data for academic year 1991 have been revised from previously published numbers. Data represent programs, not organizational units, within institutions. Because of rounding, details may not add to totals.

[a] Engineering includes engineering technologies.

Table 15 — Continued

Master's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	HISPANIC					AFRICAN AMERICAN				
	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92
EDUCATION										
Total	2,831	2,692	2,838	0.2	5.4	8,645	5,731	6,444	-25.5	12.4
Men	869	711	745	-14.3	4.8	2,061	1,256	1,345	-34.7	7.1
Women	1,962	1,981	2,093	6.7	5.7	6,584	4,475	5,099	-22.6	13.9
BUSINESS										
Total	869	1,680	1,944	123.7	15.7	2,359	3,517	3,966	68.1	12.8
Men	676	1,040	1,223	80.9	17.6	1,554	1,818	1,900	22.3	4.5
Women	193	640	721	273.6	12.7	805	1,699	2,066	156.6	21.6
SOCIAL SCIENCES										
Total	280	306	301	7.5	-1.6	615	584	602	-2.1	3.1
Men	181	165	168	-7.2	1.8	311	264	293	-5.8	11.0
Women	99	141	133	34.3	-5.7	304	320	309	1.6	-3.4
HEALTH PROFESSIONS										
Total	251	446	559	122.7	25.3	889	1,051	1,136	27.8	8.1
Men	86	120	142	65.1	18.3	197	204	180	-8.6	-11.8
Women	165	326	417	152.7	27.9	692	847	956	38.2	12.9
PUBLIC AFFAIRS										
Total	629	688	771	22.6	12.1	1,893	1,765	2,001	5.7	13.4
Men	310	239	253	-18.4	5.9	713	528	527	-26.1	-0.2
Women	319	449	518	62.4	15.4	1,180	1,237	1,474	24.9	19.2
ENGINEERING [a]										
Total	278	491	541	94.6	10.2	260	467	550	111.5	17.8
Men	251	404	452	80.1	11.9	222	348	398	79.3	14.4
Women	27	87	89	229.6	2.3	38	119	152	300.0	27.7

Continued on next page

[a] Engineering includes engineering technologies.

Table 15 — Continued

Master's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	WHITE					ASIAN AMERICAN[a]				
	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92
EDUCATION										
Total	82,779	74,764	78,874	-4.7	5.5	973	1,103	1,192	22.5	8.1
Men	23,291	17,134	17,653	-24.2	3.0	291	272	308	5.8	13.2
Women	59,488	57,630	61,221	2.9	6.2	682	831	884	29.6	6.4
BUSINESS										
Total	47,474	61,087	65,320	37.6	6.9	1,633	3,140	3,635	122.6	15.8
Men	35,380	39,822	42,668	20.6	7.1	1,161	1,926	2,175	87.3	12.9
Women	12,094	21,265	22,652	87.3	6.5	472	1,214	1,460	209.3	20.3
SOCIAL SCIENCES										
Total	9,150	8,637	9,034	-1.3	4.6	233	360	396	70.0	10.0
Men	5,571	4,856	5,084	-8.7	4.7	147	185	216	46.9	16.8
Women	3,579	3,781	3,950	10.4	4.5	86	175	180	109.3	2.9
HEALTH PROFESSIONS										
Total	14,175	17,746	19,220	35.6	8.3	448	627	739	65.0	17.9
Men	3,443	3,378	3,575	3.8	5.8	164	179	226	37.8	26.3
Women	10,732	14,368	15,645	45.8	8.9	284	448	513	80.6	14.5
PUBLIC AFFAIRS										
Total	16,435	14,202	15,231	-7.3	7.2	306	373	422	37.9	13.1
Men	7,212	4,283	4,386	-39.2	2.4	149	171	150	0.7	-12.3
Women	9,223	9,919	10,845	17.6	9.3	157	202	272	73.2	34.7
ENGINEERING[b]										
Total	10,147	14,143	14,368	41.6	1.6	1,079	2,175	2,432	125.4	11.8
Men	9,177	12,038	12,148	32.4	0.9	974	1,830	1,990	104.3	8.7
Women	970	2,105	2,220	128.9	5.5	105	345	442	321.0	28.1

Continued on next page

[a] Asian American includes Pacific Islanders.

[b] Engineering includes engineering technologies.

Table 15 — Continued

Master's Degrees for Selected Fields by Race/Ethnicity and Gender, 1981, 1991, and 1992

	AMERICAN INDIAN[a]					NONRESIDENT ALIEN				
	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92	1981 Total	1991 Total	1992 Total	Percent Change 1981–92	Percent Change 1991–92
EDUCATION										
Total	453	405	457	0.9	12.8	2,699	2,648	2,863	6.1	8.1
Men	159	110	136	-14.5	23.6	1,408	965	1,057	-24.9	9.5
Women	294	295	321	9.2	8.8	1,291	1,683	1,806	39.9	7.3
BUSINESS										
Total	155	201	220	41.9	9.5	5,051	8,630	9,557	89.2	10.7
Men	128	124	123	-3.9	-0.8	4,146	6,153	6,616	59.6	7.5
Women	27	77	97	259.3	26.0	905	2,477	2,941	225.0	18.7
SOCIAL SCIENCES										
Total	44	46	50	13.6	8.7	1,595	2,300	2,319	45.4	0.8
Men	28	20	18	-35.7	-10.0	1,204	1,526	1,458	21.1	-4.5
Women	16	26	32	100.0	23.1	391	774	861	120.2	11.2
HEALTH PROFESSIONS										
Total	54	95	94	74.1	-1.1	698	1,235	1,317	88.7	6.6
Men	17	23	24	41.2	4.3	409	540	544	33.0	0.7
Women	37	72	70	89.2	-2.8	289	695	773	167.5	11.2
PUBLIC AFFAIRS										
Total	92	96	124	34.8	29.2	719	781	694	-3.5	-11.1
Men	47	33	47	0.0	42.4	526	425	406	-22.8	-4.5
Women	45	63	77	71.1	22.2	193	356	288	49.2	-19.1
ENGINEERING[b]										
Total	31	45	51	64.5	13.3	4,563	7,637	8,035	76.1	5.2
Men	26	37	43	65.4	16.2	4,348	6,773	7,112	63.6	5.0
Women	5	8	8	60.0	0.0	215	864	923	329.3	6.8

[a] American Indian includes Alaska Natives.

[b] Engineering includes engineering technologies.

Table 16

Doctoral Degrees by U.S. Citizenship, Race/Ethnicity, and Gender, 1983 to 1993

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	Percent Change 1983–93	Percent Change 1992–93
TOTAL DOCTORATES[a]	31,282	31,337	31,298	31,899	32,367	33,499	34,324	36,068	37,517	38,853	39,754	27.1	2.3
Men	20,749	20,638	20,554	20,594	20,939	21,681	21,812	22,962	23,647	24,433	24,646	18.8	0.9
Women	10,533	10,699	10,744	11,305	11,428	11,818	12,512	13,106	13,870	14,420	15,108	43.4	4.8
U.S. CITIZENS [b]													
All U.S. Citizens	24,359	24,027	23,370	23,083	22,983	23,290	23,400	24,906	25,559	25,975	26,386	8.3	1.6
Men	15,120	14,730	14,223	13,637	13,575	13,725	13,396	14,166	14,376	14,500	14,484	-4.2	-0.1
Women	9,239	9,297	9,147	9,446	9,408	9,565	10,004	10,740	11,183	11,475	11,902	28.8	3.7
White	21,705	21,350	20,763	20,629	20,462	20,783	20,892	22,169	22,413	22,876	23,202	6.9	1.4
Men	13,613	13,171	12,810	12,308	12,168	12,343	11,988	12,689	12,675	12,822	12,836	-5.7	0.1
Women	8,092	8,179	7,953	8,321	8,294	8,440	8,904	9,480	9,738	10,054	10,366	28.1	3.1
African American	922	953	912	823	768	814	821	898	1,003	961	1,106	20.0	15.1
Men	413	427	379	323	317	315	327	351	417	392	440	6.5	12.2
Women	509	526	533	500	451	499	494	547	586	569	666	30.8	17.0
Hispanic	539	534	561	572	617	595	581	721	731	778	834	54.7	7.2
Men	288	313	300	302	332	321	307	380	370	410	422	46.5	2.9
Women	251	221	261	270	285	274	274	341	361	368	412	64.1	12.0
Asian American[c]	492	512	516	530	542	614	626	641	786	837	891	81.1	6.5
Men	312	338	329	347	369	414	441	427	481	528	554	77.6	4.9
Women	180	174	187	183	173	200	185	214	305	309	337	87.2	9.1
American Indian[d]	81	74	96	99	115	94	94	96	130	149	119	46.9	-20.1
Men	50	54	40	58	62	52	49	52	74	82	60	20.0	-26.8
Women	31	20	56	41	53	42	45	44	56	67	59	90.3	-11.9
NON-U.S. CITIZENS													
Total	5,774	6,056	6,552	6,709	7,188	7,816	8,272	9,791	11,165	11,928	12,173	110.8	2.1
Men	4,825	5,026	5,394	5,482	5,839	6,297	6,581	7,822	8,740	9,251	9,318	93.1	0.7
Women	949	1,030	1,158	1,227	1,349	1,519	1,691	1,969	2,425	2,677	2,855	200.8	6.6

Source: National Research Council, Doctorate Records File, various years.

[a] Includes doctorates earned by individuals with unknown citizenship status and unknown race/ethnicity.

[b] Includes doctorates earned by individuals with unknown race/ethnicity.

[c] Asian American includes Pacific Islanders.

[d] American Indian includes Alaska Natives.

Table 17

Doctoral Degrees by Field, U.S. Citizenship, and Race/Ethnicity, 1983, 1991, 1992, and 1993

TOTAL

	1983	1991	1992	1993	Percent Change 1992–93
Total Doctorates[a]	31,282	37,517	38,853	39,754	2.3
American Indian	82	132	152	120	-21.1
Asian	3,125	7,521	8,276	8,653	4.6
Black	1,384	1,458	1,421	1,606	13.0
Hispanic	696	1,918	1,400	1,429	2.1
White	23,838	25,322	25,879	26,386	2.0
U.S. Citizens[b]	24,359	25,559	25,975	26,386	1.6
American Indian	81	130	149	119	-20.1
Asian American	492	786	837	891	6.5
African American	922	1,003	961	1,106	15.1
Hispanic	539	731	778	834	7.2
White	21,705	22,413	22,876	23,202	1.4

PHYSICAL SCIENCES

	1983	1991	1992	1993	Percent Change 1992–93
Total Doctorates[a]	4,426	6,279	6,502	6,496	-0.1
American Indian	9	14	17	11	-35.3
Asian	701	1,889	2,117	2,103	-0.7
Black	63	92	82	89	8.5
Hispanic	116	195	199	202	1.5
White	3,264	3,789	3,780	3,799	0.5
U.S. Citizens[b]	3,138	3,562	3,540	3,475	-1.8
American Indian	9	14	17	11	-35.3
Asian American	93	147	178	182	2.2
African American	26	40	34	41	20.6
Hispanic	37	83	88	89	1.1
White	2,859	3,175	3,156	3,109	-1.5

ENGINEERING

	1983	1991	1992	1993	Percent Change 1992–93
Total Doctorates[a]	2,781	5,212	5,439	5,696	4.7
American Indian	1	6	11	2	-82.0
Asian	903	2,263	2,447	2,599	6.2
Black	63	80	73	82	12.3
Hispanic	100	129	137	142	3.6
White	1,506	2,374	2,441	2,590	6.1
U.S. Citizens[b]	1,163	2,086	2,109	2,225	5.5
American Indian	0	6	11	2	-81.6
Asian American	66	187	213	218	2.3
African American	19	43	32	41	29.3
Hispanic	18	48	57	56	-1.8
White	1,016	1,707	1,749	1,888	7.9

LIFE SCIENCES

	1983	1991	1992	1993	Percent Change 1992-93
Total Doctorates[a]	5,554	6,929	7,114	7,397	4.0
American Indian	8	19	20	15	-25.0
Asian	579	1,403	1,617	1,774	9.7
Black	164	201	204	251	23.0
Hispanic	152	269	279	297	6.5
White	4,372	4,755	4,718	4,813	2.0
U.S. Citizens[b]	4,437	4,722	4,707	4,827	2.5
American Indian	8	19	19	14	-26.3
Asian American	132	193	179	219	22.3
African American	64	88	87	122	40.2
Hispanic	48	99	114	126	10.5
White	4,083	4,248	4,241	4,301	1.4

SOCIAL SCIENCES

	1983	1991	1992	1993	Percent Change 1992-93
Total Doctorates[a]	6,095	6,152	6,217	6,545	5.3
American Indian	12	21	26	19	-27.7
Asian	355	724	752	828	10.1
Black	162	306	266	300	12.8
Hispanic	185	268	280	284	1.4
White	4,849	4,527	4,561	4,862	6.6
U.S. Citizens[b]	5,047	4,712	4,67[illegible]	4,934	5.6
American Indian	12	21	26	19	-26.9
Asian American	64	88	97	104	7.2
African American	135	210	183	205	12.0
Hispanic	137	188	175	182	4.0
White	4,511	4,118	4,121	4,396	6.7

HUMANITIES

	1983	1991	1992	1993	Percent Change 1992-93
Total Doctorates[a]	3,500	4,098	4,443	4,481	0.9
American Indian	6	10	20	13	-35.0
Asian	119	317	343	380	10.8
Black	106	126	137	152	10.9
Hispanic	144	198	197	200	1.5
White	2,897	3,269	3,553	3,552	0.0
U.S. Citizens[b]	2,984	3,220	3,468	3,510	1.2
American Indian	6	10	19	13	-31.3
Asian American	35	46	52	60	15.4
African American	73	93	95	95	0.0
Hispanic	96	115	107	130	21.5
White	2,693	2,899	3,148	3,171	0.7

EDUCATION

	1983	1991	1992	1993	Percent Change 1992–93
Total Doctorates[a]	7,174	6,442	6,640	6,647	0.1
American Indian	45	56	51	50	-2.0
Asian	303	426	461	454	-1.5
Black	630	527	548	607	10.8
Hispanic	237	213	347	240	-30.8
White	5,618	4,999	5,165	5,097	-1.3
U.S. Citizens[b]	6,246	5,605	5,816	5,746	-1.2
American Indian	45	53	50	50	0.0
Asian American	74	85	78	82	5.1
African American	493	436	463	312	-32.6
Hispanic	181	175	200	211	5.5
White	5,350	4,811	4,977	4,861	-2.3

PROFESSIONAL-OTHER

	1983	1991	1992	1993	Percent Change 1992-93
Total Doctorates[a]	1,752	2,402	2,498	2,492	-0.2
American Indian	1	6	7	10	42.9
Asian	165	499	539	515	-4.5
Black	92	126	111	125	12.6
Hispanic	35	46	61	64	4.9
White	1,332	1,609	1,661	1,673	0.7
U.S. Citizens[b]	1,344	1,652	1,662	1,660	-0.1
American Indian	1	5	7	10	42.8
Asian American	28	40	40	26	-35.0
African American	62	93	67	90	33.8
Hispanic	22	29	37	40	8.1
White	1,193	1,455	1,484	1,476	-0.5

Source: National Research Council, Doctorate Records File, various years

[a] Total Doctorates figure includes unknown citizenship and unknown race

[b] Totals for other categories include unknown race

Table 18

Full-Time Faculty in Higher Education by Race/Ethnicity and Gender for 1981, 1989, and 1991

	1981 Total	Percent	1989 Total	Percent	1991 Total	Percent	Percent Change 1981–91	Percent Change 1989–91
Total	467,304	100.0	514,662	100.0	520,551	100.0	11.4	1.1
Men	342,293	73.2	358,562	69.7	355,257	68.2	3.8	-0.9
Women	125,011	26.8	156,100	30.3	165,294	31.8	32.2	5.9
White (non-Hispanic)	424,071	90.7	455,600	88.5	456,316	87.7	7.6	0.2
Men	313,600	91.6	319,330	89.1	313,267	88.2	-0.1	-1.9
Women	110,471	88.4	136,270	87.3	143,049	86.5	29.5	5.0
Total Minority	43,233	9.3	58,935	11.5	64,235	12.3	48.6	9.0
Men	28,693	8.4	39,232	10.9	41,990	11.8	46.3	7.0
Women	14,540	11.6	19,703	12.6	22,245	13.5	53.0	12.9
African American (non-Hispanic)	19,668	4.2	23,225	4.5	24,611	4.7	25.1	6.0
Men	10,532	3.1	12,483	3.5	13,107	3.7	24.4	5.0
Women	9,136	7.3	10,742	6.9	11,504	7.0	25.9	7.1
Hispanic	7,247	1.6	10,087	2.0	11,424	2.2	57.6	13.3
Men	5,052	1.5	6,757	1.9	7,347	2.1	45.4	8.7
Women	2,195	1.8	3,330	2.1	4,077	2.5	85.7	22.4
Asian American[a]	14,887	3.2	24,125	4.7	26,545	5.1	78.3	10.0
Men	12,027	3.5	19,006	5.3	20,520	5.8	70.6	8.0
Women	2,860	2.3	5,119	3.3	6,025	3.6	110.7	17.7
American Indian[b]	1,431	0.3	1,498	0.3	1,655	0.3	15.7	10.5
Men	1,082	0.3	986	0.3	1,016	0.3	-6.1	3.0
Women	349	0.3	512	0.3	639	0.4	83.1	24.8

Source: U.S. Equal Employment Opportunity Commission, "EEO–6 Higher Education Staff Information" surveys, 1981, 1989, and 1991.

Note: Details may not add to totals because of rounding. Includes full-time faculty who are in nontenured earning positions, tenured faculty, and faculty who are nontenured but in positions that lead to consideration for tenure. Employment counts are based on the following number of higher education institutions each year: 3,032 in 1981; 2,686 in 1985; 3,452 in 1989; and 3,285 in 1991. Data are based on reported counts and are not imputed for non-reporting institutions. Figures shown here may not agree with tables showing tenure data because some respondents provided total faculty counts by race but did not further categorize by tenure status.

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

Table 19

Full-Time Faculty by Academic Rank by Race/Ethnicity and Gender for 1981, 1989, and 1991

FULL PROFESSOR

	TOTAL					MEN					WOMEN				
	1981	1989	1991	Percent Change 1981-91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91
Total	115,210	142,376	144,341	25.3	1.4	103,380	122,965	123,173	19.1	0.2	11,830	19,411	21,168	78.9	9.1
Participation Rate (%)	100.0	100.0	100.0			89.7	86.4	85.3			10.3	13.6	14.7		
White (non-Hispanic)	107,690	130,805	132,065	22.6	1.0	97,017	113,345	113,097	16.6	-0.2	10,673	17,460	18,968	77.7	8.6
Participation Rate (%)	93.5	91.9	91.5			84.2	79.6	78.4			9.3	12.3	13.1		
Total Minority	7,520	11,571	12,276	63.2	6.1	6,363	9,620	10,076	58.4	4.7	1,157	1,951	2,200	90.1	12.8
Participation Rate (%)	6.5	8.1	8.5			5.5	6.8	7.0			1.0	1.4	1.5		
African American	2,396	3,348	3,572	49.1	6.7	1,716	2,350	2,466	43.7	4.9	680	998	1,106	62.6	10.8
Participation Rate (%)	2.1	2.4	2.5			1.5	1.7	1.7			0.6	0.7	0.8		
Hispanic	1,166	1,887	2,038	74.8	8.0	977	1,538	1,654	69.3	7.5	189	349	384	103.2	10.0
Participation Rate (%)	1.0	1.3	1.4			0.8	1.1	1.1			0.2	0.2	0.3		
Asian American[a]	3,759	6,051	6,371	69.5	5.3	3,507	5,495	5,721	63.1	4.1	252	556	650	157.9	16.9
Participation Rate (%)	3.3	4.3	4.4			3.0	3.9	4.0			0.2	0.4	0.5		
American Indian[b]	199	285	295	48.2	3.5	163	237	235	44.2	-0.8	36	48	60	66.7	25.0
Participation Rate (%)	0.2	0.2	0.2			0.1	0.2	0.2			0.03	0.03	0.04		

ASSOCIATE PROFESSOR

	TOTAL					MEN					WOMEN				
	1981	1989	1991	Percent Change 1981-91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91
Total	105,584	113,419	116,631	10.5	1.9	83,589	84,284	84,311	0.9	0.03	21,995	30,135	32,320	46.9	7.3
Participation Rate (%)	100.0	100.0	100.0			79.2	73.7	72.3			20.8	26.3	27.7		
White (non-Hispanic)	96,959	102,570	103,918	7.2	1.3	77,268	75,814	75,341	-2.5	-0.6	19,691	26,756	28,577	45.1	6.8
Participation Rate (%)	91.8	89.6	89.1			73.2	66.3	64.6			18.6	23.4	24.5		
Total Minority	8,625	11,849	12,713	47.4	7.3	6,321	8,470	8,970	41.9	5.9	2,304	3,379	3,743	62.5	10.8
Participation Rate (%)	8.2	10.4	10.9			6.0	7.4	7.7			2.2	3.0	3.2		
African American	3,576	4,669	4,942	38.2	5.8	2,290	2,817	2,924	27.7	3.8	1,286	1,852	2,018	56.9	9.0
Participation Rate (%)	3.4	4.1	4.2			2.2	2.5	2.5			1.2	1.6	1.7		
Hispanic	1,438	1,946	2,107	46.5	8.3	1,109	1,402	1,490	34.4	6.3	329	544	617	87.5	13.4
Participation Rate (%)	1.4	1.7	1.8			1.1	1.2	1.3			0.3	0.5	0.5		
Asian American[a]	3,262	4,970	5,391	65.3	8.5	2,749	4,056	4,363	58.7	7.6	513	914	1,028	100.4	12.5
Participation Rate (%)	3.1	4.3	4.6			2.6	3.5	3.7			0.5	0.8	0.9		
American Indian[b]	349	264	273	-21.8	3.4	173	195	193	11.6	-1.0	176	69	80	-54.5	15.9
Participation Rate (%)	0.3	0.2	0.2			0.2	0.2	0.2			0.2	0.1	0.1		

ASSISTANT PROFESSOR

	TOTAL					MEN					WOMEN				
	1981	1989	1991	Percent Change 1981-91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91
Total	110,974	120,033	126,344	13.9	5.3	73,810	74,057	76,129	3.1	2.8	37,164	45,976	50,215	35.1	9.2
Participation Rate (%)	100.0	100.0	100.0			66.5	61.7	60.3			33.5	38.3	39.7		
White (non-Hispanic)	99,154	102,908	106,557	7.5	3.5	66,270	63,043	63,573	-4.1	0.8	32,884	39,865	42,984	30.7	7.8
Participation Rate (%)	89.3	85.7	84.3			59.7	52.5	50.3			29.6	33.2	34.0		
Total Minority	11,820	17,125	19,787	67.4	15.5	7,540	11,014	12,556	66.5	14.0	4,280	6,111	7,231	68.9	18.3
Participation Rate (%)	10.7	14.3	15.7			6.8	9.2	9.9			3.9	5.1	5.7		
African American	5,419	6,668	7,524	38.8	12.8	2,749	3,414	3,884	41.3	13.8	2,670	3,254	3,640	36.3	11.9
Participation Rate (%)	4.9	5.6	6.0			2.5	2.8	3.1			2.4	2.7	2.9		
Hispanic	1,771	2,675	3,246	83.3	21.3	1,204	1,687	1,964	63.1	16.4	567	988	1,282	126.1	29.8
Participation Rate (%)	1.6	2.2	2.6			1.1	1.4	1.6			0.5	0.8	1.0		
Asian American[a]	4,349	7,476	8,649	98.9	15.7	3,390	5,727	6,511	92.1	13.7	959	1,749	2,138	122.9	22.2
Participation Rate (%)	3.9	6.2	6.8			3.1	4.8	5.2			0.9	1.5	1.7		
American Indian[b]	281	306	368	31.0	20.3	197	186	197	0.0	5.9	84	120	171	103.6	42.5
Participation Rate (%)	0.3	0.3	0.3			0.2	0.2	0.2			0.1	0.1	0.1		

Continued on next page

Table 19 — Continued

Full-Time Faculty by Academic Rank by Race/Ethnicity, and Gender for 1981, 1989, and 1991

INSTRUCTOR AND LECTURER

	TOTAL					MEN					WOMEN				
	1981	1989	1991	Percent Change 1981-91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91
Total	89,584	90,100	89,357	-0.3	-0.8	51,212	48,586	46,486	-9.2	-4.3	38,372	41,514	42,871	11.7	3.3
Participation Rate (%)	100.0	100.0	100.0			57.2	53.9	52.0			42.8	46.1	48.0		
White (non-Hispanic)	79,924	78,426	77,142	-3.5	-1.6	46,207	42,650	40,375	-12.6	-5.3	33,717	35,776	36,767	9.0	2.8
Participation Rate (%)	89.2	87.0	86.3			51.6	47.3	45.2			37.6	39.7	41.1		
Total Minority	9,660	11,674	12,215	26.4	4.6	5,005	5,936	6,111	22.1	2.9	4,655	5,738	6,104	31.1	6.4
Participation Rate (%)	10.8	13.0	13.7			5.6	6.6	6.8			5.2	6.4	6.8		
African American	5,493	5,984	5,962	8.5	-0.4	22,468	2,688	2,654	7.5	-1.3	3,025	3,296	3,308	9.4	0.4
Participation Rate (%)	6.1	6.6	6.7			2.8	3.0	3.0			3.4	3.7	3.7		
Hispanic	2,026	2,562	2,929	44.6	14.3	1,245	1,455	1,604	28.8	10.2	781	1,107	1,325	69.7	19.7
Participation Rate (%)	2.3	2.8	3.3			1.4	1.6	1.8			0.9	1.2	1.5		
Asian American[a]	1,811	2,715	2,809	55.1	3.5	1,087	1,559	1,564	43.9	0.3	724	1,156	1,245	72.0	7.7
Participation Rate (%)	2.0	3.0	3.1			1.2	1.7	1.8			0.8	1.3	1.4		
American Indian[b]	330	413	515	56.1	24.7	205	234	289	41.0	23.5	125	179	226	80.8	26.3
Participation Rate (%)	0.4	0.5	0.6			0.2	0.3	0.3			0.1	0.2	0.3		

OTHER FACULTY

	TOTAL					MEN					WOMEN				
	1981	1989	1991	Percent Change 1981-91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91	1981	1989	1991	Percent Change 1981–91	Percent Change 1989–91
Total	30,206	36,651	43,651	44.5	19.1	18,939	21,550	25,012	32.1	16.1	11,267	15,101	18,639	65.4	23.4
Participation Rate (%)	100.0	100.0	100.0			62.7	58.8	57.3			37.3	41.2	42.7		
White (non-Hispanic)	26,618	31,402	36,540	37.3	16.4	16,781	18,369	20,819	24.1	13.3	9,837	13,033	15,721	59.8	20.6
Participation Rate (%)	88.1	85.7	83.7			55.6	50.1	47.7			32.6	35.6	36.0		
Total Minority	3,588	5,249	7,111	98.2	35.5	2,158	3,181	4,193	94.3	31.8	1,430	2,068	2,918	104.1	41.1
Participation Rate (%)	11.9	14.3	23.6			7.1	8.7	9.6			4.7	5.6	14.0		
African American	1,656	1,734	2,516	51.9	45.1	777	784	1,128	45.2	43.9	879	950	1,388	57.9	46.1
Participation Rate (%)	5.5	4.7	5.8			2.6	2.1	2.6			2.9	2.6	3.2		
Hispanic	498	873	1,102	121.3	26.2	309	566	641	107.4	13.3	189	307	461	143.9	50.2
Participation Rate (%)	1.6	2.4	2.5			1.0	1.5	1.5			0.6	0.8	1.0		
Asian American[a]	1,308	2,446	3,290	151.5	34.5	992	1,717	2,322	134.1	35.2	316	729	968	206.3	32.8
Participation Rate (%)	4.3	6.7	7.5			3.3	4.7	5.3			1.0	2.0	2.2		
American Indian[b]	126	196	203	61.1	3.6	80	114	102	27.5	-10.5	46	82	101	119.6	23.2
Participation Rate (%)	0.4	0.5	0.5			0.3	0.3	0.2			0.2	0.2	0.2		

Source: U.S. Equal Employment Opportunity Commission, "EEO–6 Higher Education Staff Information" survey, 1991. (This table was prepared in November 1993.)

Note: Employment counts are based on the following number of higher education institutions each year: 3,032 in 1981; 2,686 in 1985; 3,452 in 1989; and 3,285 in 1991. Data are based on reported counts and are not imputed for non-reporting institutions.

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

Table 20

Tenure Rates of Tenure Track Faculty by Race/Ethnicity, 1981 and 1991

(Percentages with tenure)

	1981			1991		
	TOTAL	**MEN**	**WOMEN**	**TOTAL**	**MEN**	**WOMEN**
Total	69	73	57	70	75	58
White	70	74	57	72	76	59
Total Minority	61	63	57	59	61	54
African American (non-Hispanic)	61	63	58	58	60	56
Hispanic	65	67	59	61	64	54
Asian American[a]	60	62	50	58	60	49
American Indian[b]	64	66	57	61	68	49

Source: U.S. Equal Employment Opportunity Commission. "EEO–6 Higher Education Staff Information" surveys, 1981 and 1991.

Note: Details may not add to totals due to rounding. Employment counts are based on the following number of higher education institutions for each year: 3,032 in 1981; and 3,285 in 1991. Data are based on reported counts and are not imputed for nonreporting institutions.

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

Table 21

Full-Time Administrators in Higher Education by Race/Ethnicity and Gender 1981, 1989, and 1991

	1981	Percent	1989	Percent	1991	Percent	1981–91 Percent Change	1989–91 Percent Change
Total	111,707	100.0	137,561	100.0	136,908	100.0	22.6	-0.5
Men	77,806	69.7	84,382	61.3	81,949	59.9	5.3	-2.9
Women	33,901	30.3	53,179	38.7	54,959	40.1	62.1	3.3
White (non-Hispanic)	100,412	89.9	120,111	87.3	118,903	86.8	18.4	-1.0
Men	70,799	91.0	75,045	88.9	72,686	88.7	2.7	-3.1
Women	29,613	87.4	45,066	84.7	46,217	84.1	56.1	2.6
Total Minority	11,295	10.1	17,450	12.7	18,005	13.2	59.4	3.2
Men	7,007	9.0	9,337	11.1	9,263	11.3	32.2	-0.8
Women	4,288	12.6	8,113	15.3	8,742	15.9	103.9	7.8
African American (non-Hispanic)	7,777	7.0	11,796	8.6	11,886	8.7	52.8	0.8
Men	4,629	5.9	5,997	7.1	5,711	7.0	23.4	-4.8
Women	3,148	9.3	5,799	10.9	6,175	11.2	96.2	6.5
Hispanic	1,902	1.7	3,183	2.3	3,453	2.5	81.5	8.5
Men	1,314	1.7	1,860	2.2	1,992	2.4	51.6	7.1
Women	588	1.7	1,323	2.5	1,461	2.7	148.5	10.4
Asian American[a]	1,122	1.0	1,980	1.4	2,163	1.6	92.8	9.2
Men	704	0.9	1,191	1.4	1,275	1.6	81.1	7.1
Women	418	1.2	789	1.5	888	1.6	112.4	12.5
American Indian[b]	494	0.4	491	0.4	503	0.4	1.8	2.4
Men	360	0.5	289	0.3	285	0.3	-20.8	-1.4
Women	134	0.4	202	0.4	218	0.4	62.7	7.9

Source: U.S. Equal Employment Opportunity Commission. "EEO–6 Higher Education Staff Information" surveys, 1981, 1989, and 1991.

Note: Detail may not add to totals due to rounding. Employment counts are based on the following number of higher education institutions for each year: 3,032 in 1981, 3,452 in 1989, and 3,285 in 1991. Data are based on reported counts and are not imputed for non-reporting institutions.

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

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Table 22

American Indian/Alaska Native, and U.S. Population by State and Tribal/Trust Land, 1990

	STATE				TRIBAL/TRUST LAND				
State	**Total Population**	**Total AI/AN[a] Population**	**AI/AN Percent**	**Rank[b]**	**Total Population**	**Total AI/AN Population**	**AI/AN Percent**	**Rank**	**Percent AI/AN in State Living on Reservations**
Alabama	4,040,587	16,506	0.4	26	212	149	70.3	29	0.9
Alaska	550,043	85,698	15.6	5	1,469	1,209	82.3	24	1.4
Arizona	3,665,228	203,527	5.6	3	153,892	142,238	92.4	1	69.9
Arkansas	2,350,725	12,773	0.5	33	—	—	—	—	—
California	29,760,021	242,164	0.8	2	45,768	13,602	29.7	7	5.6
Colorado	3,294,394	27,776	0.8	17	8,873	2,063	23.3	21	7.4
Connecticut	3,287,116	6,654	0.2	42	121	79	65.3	32	1.2
District of Columbia	606,900	1,466	0.2	51	—	—	—	—	—
Delaware	666,168	2,019	0.3	49	—	—	—	—	—
Florida	12,937,926	36,335	0.3	16	2,610	1,517	58.1	22	4.2
Georgia	6,478,216	13,348	0.2	31	22	16	72.7	34	0.1
Hawaii	1,108,229	5,099	0.5	45	—	—	—	—	—
Idaho	1,006,749	13,780	1.4	30	27,334	5,896	21.6	13	42.8
Illinois	11,430,602	21,836	0.2	21	—	—	—	—	—
Indiana	5,544,159	12,720	0.2	34	—	—	—	—	—
Iowa	2,776,755	7,349	0.3	41	577	564	97.7	27	7.7
Kansas	2,477,574	21,965	0.9	20	1,800	988	54.9	25	4.5
Kentucky	3,685,296	5,769	0.2	44	—	—	—	—	—
Louisiana	4,219,973	18,541	0.4	25	351	261	74.4	28	1.4
Maine	1,227,928	5,998	0.5	43	1,677	1,482	88.4	23	24.7
Maryland	4,781,468	12,972	0.3	32	—	—	—	—	—
Massachusetts	6,016,425	12,241	0.2	36	1	1	100.0	35	0.0
Michigan	9,295,297	55,638	0.6	10	28,023	2,996	10.7	20	5.4
Minnesota	4,375,099	49,909	1.1	12	26,386	12,472	47.3	9	25.0
Mississippi	2,573,216	8,525	0.3	39	4,073	3,932	96.5	18	46.1
Missouri	5,117,073	19,835	0.4	23	—	—	—	—	—
Montana	799,065	47,679	6.0	13	55,165	30,424	55.2	4	63.8
Nebraska	1,578,385	12,410	0.8	35	8,494	3,521	41.5	19	28.4
Nevada	1,201,833	19,637	1.6	24	7,173	5,854	81.6	14	29.8
New Hampshire	1,109,252	2,134	0.2	48	—	—	—	—	—
New Jersey	7,730,188	14,970	0.2	28	—	—	—	—	—
New Mexico	1,515,069	134,355	8.9	4	118,496	87,659	74.0	2	65.2
New York	17,990,455	62,651	0.3	9	14,068	6,272	44.6	11	10.0
North Carolina	6,628,637	80,155	1.2	7	6,527	5,388	82.5	16	6.7
North Dakota	638,800	25,917	4.1	18	20,087	15,284	76.1	6	59.0
Ohio	10,847,115	20,358	0.2	22	—	—	—	—	—
Oklahoma	3,145,585	252,420	8.0	1	41,645	6,161	14.8	12	2.4
Oregon	2,842,321	38,496	1.4	15	5,865	4,013	68.4	17	10.4
Pennsylvania	11,881,643	14,733	0.1	29	—	—	—	—	—
Rhode Island	1,003,464	4,071	0.4	46	31	17	54.8	33	0.4
South Carolina	3,486,703	8,246	0.2	40	174	124	71.3	30	1.5
South Dakota	696,004	50,575	7.3	11	53,746	33,931	63.1	3	67.1
Tennessee	4,877,185	10,039	0.2	37	—	—	—	—	—
Texas	16,986,510	65,877	0.4	8	770	688	89.4	26	1.0
Utah	1,722,850	24,283	1.4	19	23,728	8,577	36.1	10	35.3
Vermont	562,758	1,696	0.3	50	—	—	—	—	—
Virginia	6,187,358	15,282	0.2	27	119	100	84.1	31	0.7
Washington	4,866,692	81,483	1.7	6	96,414	21,794	22.6	5	26.7
West Virginia	1,793,477	2,458	0.1	47	—	—	—	—	—
Wisconsin	4,891,769	39,387	0.8	14	30,621	12,483	40.8	8	31.7
Wyoming	453,588	9,479	2.1	38	21,851	5,676	26.0	15	59.9
U.S. Total	**248,709,873**	**1,959,234**	**0.8**		**808,163**	**437,431**	**54.1**		**22.3**

Source: U.S. Department of Commerce, Bureau of the Census. *American Indian and Alaska Native Areas: 1990*, CPH-L-73 (Table 2). Washington, DC: U.S. Department of Commerce, 1990.

[a] American Indian/Alaska Native

[b] States are ranked by the size of the American Indian/Alaska Native population

— No tribal or trust land for American Indian/Alaska Native people are located in these states.

Table 23

Median Family Income for U.S. and American Indian/Alaska Native Populations by Type of Family, 1980 and 1990

	1980			1990		
Type of Family	**U.S. Population**	**American Indian Alaska Native Population**	**Difference**	**U.S. Population**	**American Indian Alaska Native Population**	**Difference**
All Families	$19,920	$13,680	$6,240	$35,225	$21,750	$13,475
Married-Couple Families	$21,640	$16,500	$5,140	$39,584	$28,287	$11,297
Female–Headed Households (no husband present)	$9,960	$7,200	$2,760	$17,414	$10,742	$6,672

Source: Paisano, Edna L. *We the . . . First Americans.* Washington, DC: U.S. Department of Commerce, 1983 and 1993

Table 24

Percentage of Newly Qualified Teachers, Other Bachelor's Degrees, and U.S. Population by Race/Ethnicity

Race/Ethnicity	**Newly Qualified Teachers 1991**	**Other Bachelor's Degrees 1991**	**Percent of U.S. Population 1990**
American Indian/Alaska Native	0.7	0.5	0.8
Asian American[a]	1.3	3.9	2.9
African American (non-Hispanic)	6.2	6.1	12.1
Hispanic (may be of any race)	3.8	3.8	9.0
White (non-Hispanic)	88.1	85.8	80.3

Source: U.S. Department of Education, National Center for Education Statistics Graduate Survey, 1991

[a] Asian American includes Pacific Islanders

Table 25

American Indian and Alaska Native Enrollment at Two- and Four-Year Institutions for Selected States 1980, 1990, and 1992

		TWO-YEAR INSTITUTIONS					FOUR-YEAR INSTITUTIONS				
State	**AI/AN[a] Population**	**1980**	**1990**	**1992**	**Percent Change 1980–90**	**Percent Change 1990–92**	**1980**	**1990**	**1992**	**Percent Change 1980–90**	**Percent Change 1990–92**
Alaska	85,698	662	59	96	-91	63	684	2,589	2,756	279	6
Arizona	203,527	5,833	6610	6,641	13	0	1,254	2,223	2,603	77	17
California	242,164	17,084	15,139	15,689	-11	4	5,751	6,162	6,473	7	5
Colorado	27,776	438	953	1,143	118	20	728	1,362	1,565	87	15
Florida	36,335	669	1,333	1,499	99	12	340	610	788	79	29
Illinois	21,836	1,606	1,350	1,513	-16	12	818	895	922	9	3
Kansas	21,965	1,258	1,264	1,457	0	15	489	708	813	45	15
Louisiana	18,541	64	240	312	275	30	273	618	742	126	20
Michigan	55,638	1,568	1,776	2,093	13	18	1,219	1,771	2,054	45	16
Minnesota	49,909	162	821	1,348	407	64	849	1,181	1,200	39	2
Missouri	19,835	178	239	269	34	13	534	896	984	68	10
Montana	47,679	816	1,529	3,145	87	106	744	898	1,095	21	22
Nevada	19,637	451	824	753	83	-9	131	219	242	67	11
New Mexico	134,355	918	3,100	3,989	238	29	1,294	1,497	1,686	16	13
New York	62,651	1,729	1,085	1,347	-37	24	3,196	2,063	2,202	-35	7
North Carolina	80,155	1,032	1,513	1,629	47	8	1,092	1,571	1,709	44	9
North Dakota	25,917	364	1,121	1,390	208	24	426	495	629	16	27
Ohio	20,358	461	565	715	23	27	807	968	1,114	20	15
Oklahoma	252,420	2,138	3,748	5,046	75	35	3,794	5,861	7,105	54	21
Oregon	38,496	754	838	1,152	11	37	760	938	1,032	23	10
South Dakota	50,575	418	124	134	-70	8	935	1,788	1,929	91	8
Texas	65,877	1,094	1,493	1,827	36	22	1,498	1,513	1,935	1	28
Utah	24,283	255	736	604	189	-18	762	586	697	-23	19
Washington	81,483	2,677	2,532	2,827	-5	12	1,063	1,342	1,608	26	20
Wisconsin	39,387	1,011	834	1,169	-18	40	763	1,216	1,260	59	4
Total	**1,726,497**	**43,640**	**49,826**	**57,787**	**14**	**16**	**30,204**	**39,970**	**45,143**	**32**	**13**

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1989.

[a] American Indian/Alaska Native

Table 26

American Indian and Alaska Native Graduate and Professional Enrollment for Selected States 1980, 1990, and 1992

		GRADUATE ENROLLMENT					PROFESSIONAL ENROLLMENT				
State	**AI/AN[a] Population**	**1980**	**1990**	**1992**	**Percent Change 1980–90**	**Percent Change 1990–92**	**1980**	**1990**	**1992**	**Percent Change 1980–90**	**Percent Change 1990–92**
Alaska	85,698	15	21	34	40	62	0	0	0	—	—
Arizona	203,527	141	307	310	118	1	13	34	43	162	26
California	242,164	968	1,117	1156	15	3	117	183	202	56	10
Colorado	27,776	42	193	209	360	8	19	25	38	32	52
Florida	36,335	49	122	124	149	2	7	26	25	271	-4
Illinois	21,836	216	168	178	-22	6	19	35	38	84	9
Kansas	21,965	53	134	93	153	-31	12	12	21	0	75
Louisiana	18,541	33	70	104	112	49	12	11	12	-8	9
Michigan	55,638	132	199	217	51	9	25	51	60	104	18
Minnesota	49,909	34	95	101	179	6	33	35	71	6	103
Missouri	19,835	67	116	117	73	1	25	35	38	40	9
Montana	47,679	34	57	64	68	12	3	8	9	167	13
Nevada	19,637	7	32	33	357	3	0	0	1	—	—
New Mexico	134,355	84	179	209	113	17	30	29	37	-3	28
New York	62,651	289	360	416	25	16	25	39	78	56	100
North Carolina	80,155	101	176	185	74	5	32	30	31	-6	3
North Dakota	25,917	32	29	41	-9	41	10	28	32	180	14
Ohio	20,358	108	161	174	49	8	42	20	28	-52	40
Oklahoma	252,420	407	690	861	70	25	78	123	154	58	25
Oregon	38,496	68	98	117	44	19	16	39	32	144	-18
South Dakota	50,575	34	57	80	68	40	3	5	8	67	60
Texas	65,877	273	270	363	-1	34	40	67	83	68	24
Utah	24,283	72	36	51	-50	42	9	10	14	11	40
Washington	81,483	98	166	196	69	18	14	43	52	207	21
Wisconsin	39,387	49	107	133	118	24	24	29	34	21	17
Total	**1,726,497**	**3,406**	**4,980**	**5,566**	**46**	**12**	**608**	**917**	**1,141**	**51**	**24**

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1989

[a] American Indian/Alaska Native

Table 27

American Indian Fellowship Recipients for Fiscal Year 1993

	NUMBER			AMOUNT	
Eligible Areas	**New**	**Continuing**	**Total**	**Range**	**Average**
Business	15	9	24	$6,085–$35,031	$14,247
Clinical Psychology	1	4	5	$7,304–$22,810	$15,057
Education	14	6	20	$7,040–$25,662	$14,247
Engineering	10	9	19	$7,040–$25,662	$14,247
Law	6	15	21	$1,972–$28,850	$20,540
Medicine	12	4	16	$7,040–$25,662	$14,247
National Resources	8	6	14	$3,378–$21,760	$12,569
Psychology	1	2	3	$8,770–$18,000	$13,385

Source: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), 1989–90

Table 28

Percentage of Degrees Awarded by Type of Degree to Different Racial Groups for Selected Years

Race/Selected Years	Associate	Bachelor's	Master's	Professional	Doctorate
	TYPE OF DEGREE (percentages)				
AMERICAN INDIAN/ALASKA NATIVE					
1981	34.5	48.0	13.8	2.6	1.1
1990	37.7	46.6	11.7	2.7	0.9
1991	37.8	46.5	11.7	2.7	1.0
1992	36.8	47.5	11.7	2.7	1.2
ASIAN AMERICAN					
1981	24.6	53.4	17.9	4.1	•
1990	20.0	58.3	15.7	5.0	1.0
1991	19.3	58.6	15.7	5.3	1.1
1992	19.4	58.2	15.8	5.6	1.0
WHITE (NON-HISPANIC)					
1981	23.4	55.6	16.6	4.4	•
1990	23.3	55.7	15.8	3.8	1.4
1991	23.2	55.9	15.8	3.7	1.4
1992	23.7	55.5	15.9	3.5	1.4

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

•Data not presented for doctorates in 1981.

Table 29

Percent Change in Degrees Conferred to American Indian/Alaska Natives by Gender for 1981 to 1990, 1990 to 1991, and 1991 to 1992

	MEN			WOMEN		
Degree	Percent Change 1981–90	Percent Change 1990–91	Percent Change 1991–92	Percent Change 1981–90	Percent Change 1990–91	Percent Change 1991–92
Associate	29	-4	12	42	10	8
Bachelor's	9	2	15	34	3	15
Master's	-8	0	-45	20	6	11
First–Professional	1	7	9	110	-4	19
Doctorate	4	42	11	42	27	20

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

Table 30

Associate and Bachelor's Degrees Conferred to American Indians and Alaska Natives for Twenty-Five States with the Largest 1990 American Indian and Alaska Native Populations 1981, 1991, and 1992

		ASSOCIATE DEGREES					BACHELOR'S DEGREES				
State	**1990 AI/AN[a] Population**	**1981**	**1991**	**1992**	**Percent Change 1981-91**	**Percent Change 1991-92**	**1981**	**1991**	**1992**	**Percent Change 1981-91**	**Percent Change 1991-92**
Oklahoma	252,420	189	345	391	83	13	323	570	696	76	22
California	242,164	572	524	554	-8	6	697	666	843	-4	27
Arizona	203,527	180	228	337	27	48	149	209	221	40	6
New Mexico	134,355	111	157	188	41	20	146	121	119	-17	—
Alaska	85,698	51	45	55	-12	22	25	73	86	192	1
Washington	81,483	84	128	185	52	45	125	169	211	35	25
North Carolina	80,155	69	67	112	-3	67	112	171	178	53	4
Texas	65,877	73	35	73	-52	109	197	154	185	-22	2
New York	62,651	231	111	192	-52	73	313	136	240	-57	76
Michigan	55,638	69	98	153	42	56	115	133	189	16	42
South Dakota	50,575	71	111	66	56	-41	34	56	99	65	77
Minnesota	49,909	26	62	69	138	11	54	97	121	80	25
Montana	47,679	52	144	138	177	-4	68	90	105	32	17
Wisconsin	39,387	73	69	71	-5	3	58	102	100	76	-2
Oregon	38,496	30	33	50	10	52	95	103	108	8	5
Florida	36,335	84	88	142	5	61	28	69	85	146	23
Colorado	27,776	34	55	70	62	27	65	86	114	32	33
North Dakota	25,917	26	108	141	315	31	47	75	86	60	15
Utah	24,283	16	29	52	81	79	48	64	68	33	6
Kansas	21,965	131	173	124	32	-28	38	38	73	0	92
Illinois	21,836	37	27	63	-27	133	118	85	137	-28	61
Ohio	20,358	39	30	54	-23	80	74	63	79	-15	25
Missouri	19,835	16	4	31	-75	675	55	73	94	33	29
Nevada	19,637	6	9	18	50	100	12	9	22	-25	144
Louisiana	18,541	5	0	17	-100	>100	32	39	45	22	15
Total	**1,726,497**	**2,275**	**2,680**	**3,346**	**18**	**25**	**3,028**	**3,451**	**4,304**	**14**	**25**

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1994. Washington, DC: U.S. Government Printing Office, 1994

[a] American Indian/Alaska Native

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This report has been produced under generous grants from the Philip Morris Companies Inc. and the Lilly Endowment, Inc.